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ABSTRACT

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

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FINAL TECHNICAL REPORT

1976-1977

Systemwide Evaluation

June, 1977

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Appendix A

CALIFORNIA ACHIEVEMENT TESTS

Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered -- Mathematics and Reading. The test provides assessment of achievement levels comparable to percentiles on a national level.

To whom was the Instrument administered?

All students present the days of testing and makeup testing in all the elementary and junior high schools of AISD, except some special education students and Spanish dominant students excused as per the districtwide testing guidelines.

How many times was the instrument administered?

Generally twice -- one schoolwide, and one makeup time for students not present during the first administration.

When was the instrument administered?

Elementary students were administered the tests during the week of March 28. Junior High students were administered the tests during the week of February 14.

Where was the instrument administered?

In the various elementary and junior high schools of AISD.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

All the elementary level teachers received training from their counselor, principal, ORE staff, or central office instructional staff. Not all teachers received this training though. At the junior high level, all counselors administering the tests participated in ORE planning sessions prior to the testing. Each administrator was provided with a copy of the test administration manual and with a copy of all other pertinent guidelines.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred in a few instances.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems.

Who developed the instrument?

CTB/McGraw Hill.

What reliability and validity data are available on the instrument?

The reliability of both the Mathematics and Verbal/Comprehension tests, as summarized by Kuder-Richardson Formula 20 coefficients, is acceptable. Coefficients for different nationwide samples range generally from 0.93 to 0.96. The available test manuals do not provide any validity data.

Are there norm data available for interpreting the results?

Norm data are available in the publisher's manual.

APPENDIX A
CALIFORNIA ACHIEVEMENT TEST

Part 1
(Evaluation Question 1-1)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information to answer Evaluation Question 1-1, stated below:

> How does student achievement in each basic skills area compare with student achievement last year in these skills areas?

The basic skills that are referred to in the above evaluation question include only those very specific skills such as "addition of fractions" or "alphabetizing." They do not include the broad curriculum areas that would contain these specific skills, such as Math or Reading. Such broad curriculum areas are considered in other parts of this appendix.

PROCEDURE:

Data Collection. All test administrations for Grades 7 and 8 were done during the week of February 14 through February 18. Makeup testing, if required, was done during the following week. Test administrations for Grades 1-6 were done during the week of March 28 through April 1, with any necessary makeup testing done during the following week.

All students in Grades 1-8 were to be administered the CAT Reading and Math tests, with some authorized exceptions. The following policy was provided to all junior high schools for the determination of those students who could be exempted.

> There are only two reasons why a student may be excused from taking the CAT tests:
>
> - The student is in an integrated or self-contained special education program, or the student spends at least two hours a day in the special education resource room.
> - The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.

A slightly modified policy regarding exemptions was provided to all elementary schools.

> There are only three reasons why a student may be excused from the CAT tests:
>
> - The student spends more than an hour a day in the special education resource room or he or she is in the self-contained special education room.
> - The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.
> - The student receives the major portion of his or her instruction in Spanish each day. (This exemption category applies to students in Grades 1 and 2 only.)

Figures A-1-1, A-1-2, and A-1-3 provide information on the percentage of students taking the CAT, the percentage of students exempted for either special education or non-English-speaking reasons, and the percentages of students who were absent or otherwise unaccounted for during the testing. The districtwide summaries on each of these figures indicate that from 3% to 9% of the district's students were exempted for special education reasons for the various grades. The percentage of students exempted for language reasons ranged from almost 6% (at the junior high level) to about 2 % at the first grade level. The percentage of students who were absent or otherwise unaccounted for was, at the largest, 5% (at second grade).

This year, for the first time, preslugged answer sheets (for Grades 4-8) and preprinted, gummed labels (for Grades 1-3, to be affixed to the consumable test booklets) were utilized to increase the accuracy of the student and school identifying information. These preslugged answer sheets and gummed labels, when delivered to the schools, contained all of the student and school information already printed and/or bubbled by computer. Figure A-1-4 is an example of the type of answer sheet that was used for Grades 4-8. Figure A-1-5 is an example of the gummed label that was used in Grades 1-3. In order to insure that the preslugged information that was printed/bubbled was correct, computer listings of this information were prepared and delivered to each school. (The junior high data was derived from information stored on two student data files maintained by the DATA Processing Department: The Student Grade Report File, and the Master Student (HEW) File. The elementary data was derived only from the Master Student (HEW) File.)

Under the supervision of the building test coordinators, teachers reviewed these listings and posted any necessary changes, additions, and deletions to the listings. The corrected listings were returned to ORE and the modifications were posted to ORE's Master Preslugging File. This file, after all corrections had been posted, provided the information that was preslugged/printed on the answer sheets and gummed labels. Figures A-1-6 and A-1-7 contain the specific instructions that were provided to the Junior High Building Test Coordinators and to the Junior High Teachers, concerning these reviews and correction procedures. Figures A-1-8 and A-1-9 contain the specific instructions that were provided to the elementary school principals and to the elementary school teachers, concerning these reviews and correction procedures.

ORE also provided to the junior high schools and to the elementary schools detailed instructions on the management of the testing operations. Figure A-1-10 contains the instructions that were provided to the junior high school building test coordinators and Figure A-1-11 provides the instructions that were provided to each junior high teacher.

Figures A-1-12 and A-1-13 contain the specific instructions that were provided to the elementary school building test coordinators. Figures A-1-14 and A-1-15 contain the specific instructions that were provided to the teachers in Grades 1-3. Figures A-1-16 and A-1-17 contain the specific instructions that were provided to the teachers in Grades 4-6.

Two points should be observed regarding these directions:

- Preslugged answer sheets or gummed labels were provided for all students who were members of a school, including those who would be exempted from the testing for special education or for language reasons. The instructions that were provided to the schools required them to make the appropriate mark in the "Special Code Z" field on the answer sheet or label and to return them to ORE. No test data for these students was scored, but the information was tallied for each grade in each school. The "% of Students Exempted" columns of Figures A-1-1, A-1-2, and A-1-3 are based on these counts.

- The testing administration procedures allowed for teachers who detected a student taking a test or tests under possibly invalidating conditions (e.g., a student with poor vision whose glasses were broken, or a student unable to concentrate due to a serious illness in the family) to mark that student's answer sheet or gummed label to signify this fact. The "Special Circumstances" fields on the answer sheet or the gummed label are where such marks would be placed. All teachers were provided with a copy of a "Special Circumstances" Log on which the details of such circumstances were to be described in detail. These logs were filed on each campus for later use. (See Figure A-1-18 for an example of the Special Circumstances Log that was used in the junior high schools.)

  All CAT testing reports that were provided back to the schools which contained individual student's results were flagged with an asterisk (*) if special circumstances were indicated. By this means, counselors and teachers who used these reports in later years would know that some unusual circumstance had occurred, and they could consult the special circumstances logs to obtain more details on the situation.

However, the summary results that are described in this appendix ignore all such flags and report on all students since any special circumstances that may have occurred in the norming sample were also included.

Analyses. Each of the four CAT subtests that were administered may be subclassified into several distinct categories of skills. Each of these skills is conceptually different from the others. Because students may be more capable in some of these skill areas than in others, and because it is possible that the AISD curriculum may emphasize some skills more than others, it is appropriate to consider districtwide achievement in each of these skills as a separate entity.

CTB/McGraw-Hill, the publisher of the CAT, has provided a classification of all of the CAT test items for each level of test into a set of different skills. Each skill consists of from two to thirty or forty of the test items. Their classification scheme is utilized in the discussion below.

For each grade and skills area, the overall AISD achievement was computed as follows. For each item in that skills area, the percentage of students in that grade who answered the item correctly was computed. The average of these percentages across all items in the skills area is used as an indicator of AISD performance in that skills area. This is referred to as the "average percent correct" in the discussions and figures that follow.

Several observations should be made at this point.

- It was noted earlier in this discussion that the summary statistic was an average, rather than the median which is typically used in the Technical Report. The reason for this is to insure comparability of these results with those of Parts 2 and 3 of this appendix. In these two later parts, for technical reasons that are explained in Part 2, the average is a more manageable summary statistic than is the median.

- The results that are reported for Grades 7 and 8 are based on the current year and on the two previous years. However, the reported results for Grades 1 through 6 are based only on two years of data.

  Students in Grades 1, 3, and 5 were never tested until the 1975-76 school year, and therefore there is no test data for 1974-75. Students in Grades 2, 4, and 6 were tested in 1974-75, but the testing was done in February rather than in late March and April. The average percent correct statistics for a February administration are not comparable to those based on a later administration. The interpolation methods that are used in Parts 2 and 3 of this appendix, which can make "adjustments" for different administrations later, cannot be employed for the data discussed in this part. Thus, the 1974-75 results for Grades 2, 4, and 6 cannot be utilized either.

- Not all of the publisher-provided skills areas are discussed in Part 1 or in Part 2 and 3 of this appendix. No skills areas that contain three or less items are included, since this would be too few items to guarantee an adequate representation of the skills area. Also, many skills areas defined in levels of the CAT are omitted. The hand coding of results did not permit an economical method of separately scoring some of these skills areas.

FINDINGS:

Figures A-1-19 through A-1-26 display the findings for Grades 1 through 8, respectively.

Because of the large amount of detail, these results cannot be verbally summarized in any useful manner. Interested AISD personnel are encouraged to inspect these tables on their own.

Figure A-1-1

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED		% OF STUDENTS ABSENT[1,4]
				Special Ed.[1,3]	Foreign Lang[1,3]	
Allison	1	112	88.4%	0.0%	5.4%	6.3%
	2	106	77.4%	7.6%	16.0%	0.0%
	3	104	98.1%	1.0%	0.0%	1.0%
	4	133	90.2%	0.8%	0.8%	8.3%
	5	121	95.0%	4.1%	0.8%	0.0%
Andrews	1	89	89.9%	0.0%	0.0%	10.1%
	2	87	93.1%	6.9%	0.0%	0.0%
	3	89	87.6%	1.1%	0.0%	9.0%
	4	82	93.9%	8.5%	0.0%	0.0%
	5	96	97.9%	1.0%	0.0%	1.0%
Barton Hills	1	58	98.3%	0.0%	0.0%	1.7%
	2	58	98.3%	0.0%	0.0%	2.0%
	3	55	100.0%	0.0%	0.0%	0.0%
	4	60	100.0%	0.0%	0.0%	0.0%
	5	48	100.0%	0.0%	0.0%	0.0%
Becker	1	113	93.8%	3.5%	0.9%	1.8%
	2	108	94.4%	4.6%	0.0%	0.9%
	3	124	80.6%	10.5%	0.0%	8.9%
	4	103	94.2%	8.7%	0.0%	0.0%
	5	110	93.6%	5.5%	0.0%	0.9%
Blackshear	1	76	98.7%	0.0%	0.0%	1.3%
	2	58	96.6%	0.0%	0.0%	3.4%
	3	67	83.6%	7.5%	0.0%	9.0%
	4	62	90.3%	8.1%	0.0%	1.6%
	5	63	90.5%	6.3%	1.6%	1.6%
Brentwood	1	70	100.0%	0.0%	0.0%	0.0%
	2	57	94.7%	3.5%	0.0%	1.8%
	3	65	96.9%	3.1%	0.0%	0.0%
	4	75	93.3%	0.0%	0.0%	6.7%
	5	147	34.7%	59.9%	0.0%	5.4%
Brooke	1	82	91.5%	1.2%	1.2%	6.1%
	2	74	77.0%	20.3%	1.4%	1.4%
	3	61	88.5%	14.8%	0.0%	0.0%
	4	67	83.6%	13.4%	0.0%	3.0%
	5	64	89.1%	6.3%	0.0%	4.7%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED		% OF STUDENTS ABSENT[1,4]
				Special Ed.[1,3]	Foreign Lang[1,3]	
Brown	1	100	84.0%	9.0%	3.5%	4.0%
	2	79	88.6%	1.3%	0.0%	10.1%
	3	91	84.6%	11.0%	0.0%	4.4%
	4	67	95.5%	10.4%	0.0%	0.0%
	5	63	71.4%	20.6%	0.0%	7.9%
Bryker Woods	1	40	97.5%	0.0%	0.0%	2.5%
	2	44	84.1%	9.1%	0.0%	6.8%
	3	29	93.1%	3.4%	0.0%	3.4%
	4	42	88.1%	11.9%	0.0%	0.0%
	5	40	87.5%	12.5%	0.0%	0.0%
Campbell	1	90	98.9%	0.0%	0.0%	1.1%
	2	79	93.7%	0.0%	0.0%	6.3%
	3	77	89.6%	14.3%	0.0%	0.0%
	4	76	72.4%	13.2%	0.0%	14.5%
	5	75	88.0%	22.7%	0.0%	0.0%
Casis	1	75	86.7%	9.3%	0.0%	4.0%
	2	90	75.6%	10.0%	0.0%	14.4%
	3	70	92.9%	5.7%	0.0%	1.4%
	4	113	82.3%	5.3%	0.0%	12.4%
	5	69	92.8%	7.2%	1.4%	0.0%
Cunningham	1	140	94.3%	3.6%	0.0%	2.1%
	2	119	95.0%	3.4%	0.0%	1.7%
	3	131	95.4%	3.8%	0.0%	0.8%
	4	130	89.2%	4.6%	0.8%	5.4%
	5	104	97.1%	1.0%	1.9%	0.0%
Dawson	1	111	97.3%	0.0%	3.6%	0.0%
	2	97	93.8%	6.2%	1.1%	0.0%
	3	103	86.4%	19.4%	0.0%	1.9%
	4	112	86.6%	3.6%	0.0%	9.8%
	5	115	91.3%	2.6%	0.0%	6.1%
Dill	1	23	100.0%	0.0%	0.0%	0.0%
	2	26	96.2%	0.0%	0.0%	3.8%
	3	16	100.0%	0.0%	0.0%	0.0%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED Special Ed. [1,3]	% OF STUDENTS EXEMPTED Foreign Lang [1,3]	% OF STUDENTS ABSENT[1,4]
Govalle	1	129	72.1%	0.8%	24.0%	3.1%
	2	118	85.6%	7.6%	3.4%	3.4%
	3	129	87.6%	7.8%	0.0%	4.7%
	4	130	80.0%	15.4%	0.8%	3.8%
	5	141	88.7%	6.4%	2.1%	2.8%
Gullett	1	57	94.7%	0.0%	0.0%	5.3%
	2	72	84.7%	4.2%	0.0%	11.1%
	3	67	95.5%	6.0%	0.0%	0.0%
	4	80	87.5%	16.3%	0.0%	0.0%
	5	77	59.7%	6.5%	0.0%	33.8%
Harris	1	86	90.7%	1.2%	0.0%	8.1%
	2	97	94.8%	4.1%	0.0%	1.0%
	3	115	80.9%	9.6%	0.9%	8.7%
	4	98	89.8%	6.1%	0.0%	4.1%
	5	91	95.6%	4.4%	0.0%	0.0%
Highland Park	1	72	80.6%	0.0%	0.0%	19.4%
	2	68	86.8%	5.9%	0.0%	7.4%
	3	60	98.3%	0.0%	0.0%	1.7%
	4	72	98.6%	0.0%	0.0%	1.4%
	5	66	87.9%	7.6%	0.0%	4.5%
Lee	1	59	89.8%	0.0%	1.7%	8.5%
	2	47	91.5%	2.1%	0.0%	4.3%
	3	45	91.1%	2.2%	0.0%	6.7%
	4	34	67.6%	0.0%	0.0%	34.4%
	5	33	75.8%	3.0%	3.0%	18.2%
Maplewood	1	63	98.4%	3.2%	0.0%	1.6%
	2	46	89.1%	10.9%	2.2%	0.0%
	3	63	93.7%	0.0%	0.0%	6.3%
	4	47	100.0%	4.3%	0.0%	0.0%
	5	45	73.3%	11.1%	0.0%	15.6%
Mathews	1	71	88.7%	1.4%	7.0%	2.8%
	2	65	93.8%	3.1%	0.0%	3.1%
	3	41	85.4%	9.8%	0.0%	4.9%
	4	39	82.1%	7.7%	2.6%	7.7%
	5	40	90.0%	2.5%	0.0%	7.5%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED Special Ed.[1,3]	% OF STUDENTS EXEMPTED Foreign Lang[1,3]	% OF STUDENTS ABSENT[1,4]
Reilly	1	59	84.7%	13.6%	0.0%	1.7%
	2	42	97.6%	0.0%	0.0%	2.4%
	3	48	89.6%	2.1%	0.0%	8.3%
	4	38	86.8%	13.2%	0.0%	0.0%
	5	49	93.9%	4.1%	0.0%	2.0%
Ridgetop	1	43	100.0%	0.0%	0.0%	0.0%
	2	40	90.0%	7.5%	0.0%	2.5%
	3	46	82.6%	0.0%	0.0%	17.4%
	4	23	100.0%	0.0%	0.0%	0.0%
	5	42	100.0%	4.8%	0.0%	0.0%
Rosedale	1	54	75.9%	16.7%	0.0%	7.4%
	2	44	84.1%	18.2%	0.0%	0.0%
	3	44	81.8%	11.4%	0.0%	6.8%
	4	44	55.0%	20.0%	0.0%	25.0%
	5	32	91.0%	10.3%	0.0%	0.0%
Rosewood	4	82	75.6%	18.3%	0.0%	6.1%
	5	75	69.3%	13.3%	0.0%	17.3%
St. Elmo	1	124	91.9%	4.0%	0.0%	4.0%
	2	145	95.2%	1.4%	0.0%	3.4%
	3	122	89.3%	0.0%	0.0%	10.7%
	4	121	81.0%	10.7%	0.8%	7.4%
	5	136	90.4%	9.6%	0.0%	0.0%
Summit	1	46	100.0%	0.0%	0.0%	0.0%
	2	52	96.2%	0.0%	0.0%	3.8%
	3	41	95.1%	0.0%	0.0%	4.9%
	4	44	97.7%	0.0%	0.0%	2.3%
	5	33	100.0%	0.0%	0.0%	0.0%
Sims	1	91	98.9%	1.1%	0.0%	0.0%
	2	75	89.3%	0.0%	0.0%	10.7%
	3	80	76.3%	10.0%	0.0%	23.8%
	4	89	79.8%	21.3%	0.0%	0.0%
	5	84	82.1%	14.3%	1.2%	2.4%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS	% OF STUDENTS EXEMPTED		% OF STUDENTS
			TAKING TESTS[1,2]	Special Ed.[1,3]	Foreign Lang[1,3]	ABSENT[1,4]
Metz	1	75	86.7%	4.0%	5.3%	4.0%
	2	67	83.6%	9.0%	0.0%	7.5%
	3	68	92.6%	2.9%	1.5%	2.9%
	4	73	84.9%	11.0%	1.4%	2.7%
	5	88	86.4%	11.4%	0.0%	2.3%
Oak Springs	1	64	90.6%	6.3%	0.0%	3.1%
	2	75	66.6%	21.3%	0.0%	12.0%
	3	72	73.6%	13.9%	0.0%	12.5%
Ortega	1	66	77.3%	15.2%	4.5%	3.0%
	2	74	56.8%	28.4%	5.4%	9.5%
	3	45	73.3%	17.8%	6.7%	2.2%
	4	76	57.9%	22.4%	0.0%	19.7%
	5	73	47.9%	39.7%	0.0%	12.3%
Sanchez	1	93	65.6%	6.5%	1.1%	26.8%
	2	88	67.0%	3.4%	14.8%	14.8%
	3	76	78.9%	3.9%	13.2%	3.9%
	4	70	91.4%	5.7%	4.3%	0.0%
	5	81	84.0%	11.1%	2.5%	2.5%
Pease	1	49	91.8%	8.2%	0.0%	0.0%
	2	70	98.6%	1.4%	0.0%	0.0%
	3	53	96.2%	1.9%	0.0%	1.9%
	4	51	90.2%	0.0%	0.0%	9.8%
	5	36	86.1%	11.1%	0.0%	2.8%
Pecan Springs	1	100	100.0%	5.0%	0.0%	0.0%
	2	105	83.8%	6.7%	0.0%	9.5%
	3	89	98.9%	5.6%	0.0%	0.0%
	4	78	79.5%	17.9%	0.0%	2.6%
	5	74	90.5%	10.8%	0.0%	0.0%
Pleasant Hill	1	74	97.3%	1.4%	1.4%	0.0%
	2	65	96.9%	1.5%	0.0%	1.5%
	3	64	98.4%	4.7%	0.0%	0.0%
	4	59	79.7%	20.3%	1.7%	0.0%
	5	55	96.4%	3.6%	0.0%	0.0%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5 TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED Special Ed.[1,3]	% OF STUDENTS EXEMPTED Foreign Lang[1,3]	% OF STUDENTS ABSENT[1,4]
Norman	1	53	83.0%	11.3%	0.0%	5.7%
	2	42	85.7%	11.9%	0.0%	2.4%
	3	47	89.4%	4.3%	0.0%	6.4%
	4	49	85.7%	16.3%	0.0%	0.0%
	5	63	92.1%	11.1%	0.0%	0.0%
Pillow	1	77	100.0%	0.0%	0.0%	0.0%
	2	98	95.9%	0.0%	0.0%	4.1%
	3	62	96.8%	0.0%	3.2%	0.0%
	4	85	90.6%	0.0%	0.0%	9.4%
	5	78	98.7%	0.0%	0.0%	1.3%
Wooldridge	1	142	86.9%	1.4%	0.7%	9.2%
	2	140	50.7%	6.4%	0.0%	42.9%[5]
	3	120	89.2%	4.2%	0.0%	6.7%
	4	145	86.9%	15.2%	0.0%	0.0%
	5	113	87.6%	8.0%	0.9%	3.5%
Doss	1	102	94.1%	4.9%	0.0%	1.0%
	2	88	94.3%	4.5%	0.0%	1.1%
	3	90	78.9%	6.7%	1.1%	13.3%
	4	106	100.0%	3.8%	0.0%	0.0%
	5	104	100.0%	5.8%	1.0%	0.0%
Hill	1	89	94.4%	0.0%	0.0%	5.6%
	2	92	100.0%	0.0%	0.0%	0.0%
	3	89	98.9%	0.0%	0.0%	1.1%
	4	118	97.5%	1.7%	0.0%	0.8%
	5	99	94.9%	0.0%	2.0%	3.0%
Odom	1	159	96.9%	0.0%	0.0%	3.1%
	2	180	96.1%	0.6%	0.0%	3.3%
	3	144	95.1%	0.7%	0.0%	4.2%
	4	125	89.6%	8.0%	0.0%	2.4%
	5	138	98.6%	0.7%	0.7%	0.0%
Winn	1	111	95.5%	6.3%	0.0%	0.0%
	2	98	93.9%	0.0%	0.0%	6.1%
	3	100	90.0%	10.0%	1.0%	0.0%
	4	110	95.5%	3.6%	0.0%	0.9%
	5	125	94.4%	5.6%	0.0%	0.0%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED		% OF STUDENTS ABSENT[1,4]
				Special Ed.[1,3]	Foreign Lang[1,3]	
Walnut Creek	1	65	92.3%	9.2%	0.0%	0.0%
	2	61	88.5%	8.2%	0.0%	3.3%
	3	43	93.0%	7.0%	0.0%	0.0%
	4	53	86.8%	0.0%	0.0%	13.2%
	5	49	87.8%	0.0%	0.0%	12.2%
Wooten	1	122	91.8%	2.5%	0.0%	4.9%
	2	115	73.9%	25.2%	0.0%	0.0%
	3	95	85.3%	9.5%	0.0%	5.3%
	4	102	75.5%	20.6%	0.0%	3.9%
	5	74	95.5%	8.1%	0.0%	0.0%
Zavala	1	91	69.2%	0.0%	26.4%	4.4%
	2	68	60.3%	11.8%	25.0%	2.9%
	3	51	78.4%	13.7%	5.9%	2.0%
	4	60	91.7%	6.7%	1.7%	0.0%
	5	72	88.9%	11.1%	1.4%	0.0%
Zilker	1	109	89.0%	5.5%	0.0%	5.5%
	2	104	95.2%	2.9%	0.0%	1.9%
	3	69	91.3%	5.8%	0.0%	2.9%
	4	74	81.1%	13.5%	0.0%	5.4%
	5	71	94.4%	1.4%	1.4%	2.8%
Menchaca	1	71	100.0%	0.0%	0.0%	0.0%
	2	84	100.0%	0.0%	0.0%	0.0%
	3	54	98.1%	0.0%	0.0%	1.9%
	4	51	98.0%	2.0%	0.0%	0.0%
	5	70	100.0%	0.0%	0.0%	0.0%
Oak Hill	1	133	94.0%	5.3%	0.0%	0.8%
	2	87	93.1%	4.6%	0.0%	2.3%
	3	106	89.6%	8.5%	0.0%	1.9%
	4	96	85.4%	14.6%	0.0%	0.0%
	5	125	92.0%	8.0%	0.0%	0.0%
Barrington	1	117	99.1%	0.9%	0.0%	0.0%
	2	132	91.7%	4.5%	0.0%	3.8%
	3	100	93.0%	10.0%	0.0%	0.0%
	4	96	95.8%	5.2%	0.0%	0.0%
	5	85	95.3%	3.5%	0.0%	1.2%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS	% OF STUDENTS EXEMPTED		% OF STUDENTS
			TAKING TESTS[1,2]	Special Ed. [1,3]	Foreign Lang [1,3]	ABSENT[1,4]
Sunset Valley	1	111	98.2%	0.0%	0.0%	1.8%
	2	119	97.5%	0.0%	0.0%	2.5%
	3	105	98.1%	0.0%	0.0%	1.9%
	4	100	98.0%	0.0%	0.0%	2.0%
	5	93	97.8%	0.0%	0.0%	2.2%
Graham	1	73	97.3%	0.0%	0.0%	2.7%
	2	72	98.6%	0.0%	0.0%	1.4%
	3	77	94.8%	5.2%	0.0%	0.0%
	4	52	88.5%	9.6%	0.0%	1.9%
	5	72	90.3%	9.7%	0.0%	0.0%
Linder	1	135	94.1%	2.2%	1.5%	2.2%
	2	114	87.7%	3.5%	4.4%	4.4%
	3	106	85.8%	0.9%	4.7%	8.5%
	4	85	94.1%	3.5%	1.2%	1.2%
	5	82	90.2%	7.3%	4.9%	0.0%
Cook	1	138	99.3%	0.0%	0.0%	0.7%
	2	133	96.2%	0.8%	0.8%	2.3%
	3	110	98.2%	4.5%	0.0%	0.0%
	4	98	98.0%	2.0%	0.0%	0.0%
	5	100	100.0%	0.0%	0.0%	0.0%
Houston	1	142	95.1%	0.0%	0.0%	4.9%
	2	137	94.9%	0.0%	0.0%	5.1%
	3	113	97.3%	1.8%	0.0%	0.9%
	4	106	100.0%	1.9%	0.9%	0.0%
	5	109	93.6%	7.3%	0.0%	0.0%
Williams	1	105	91.4%	5.7%	0.0%	2.9%
	2	108	99.1%	0.0%	0.9%	0.0%
	3	95	94.7%	1.1%	0.0%	4.2%
	4	116	95.7%	6.0%	0.0%	0.0%
	5	87	96.6%	6.9%	0.0%	0.0%
DISTRICT SUMMARY	1	4799	92.1%	2.9%	1.8%	3.2%
	2	4609	88.5%	5.1%	1.4%	5.0%
	3	4226	90.2%	5.7%	0.6%	3.5%
	4	4297	88.5%	8.2%	0.3%	3.0%
	5	4270	88.8%	8.7%	0.5%	2.0%

Figure A-1-1 (continued)

INVENTORY OF STUDENTS IN GRADES 1-5 TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

NOTES:

[1] Membership data is approximately the membership as of the testing period. It is computed as the average of (1) membership as of the last day of the fourth six-weeks (March 4), and (2) membership as of the last day of the fifth six-weeks (April 22).

Because of this approximation, the percentages of students taking the test recorded in this figure may sometimes be slightly in excess of 100%, and the percentage of students absent may be slightly less than 0.0%. In such instances, the percentages have been rounded off to 100% and 0.0%, respectively.

[2] These percentages are based on a count of the number of answer sheets (or test booklets, for Grades 1-3) which were returned to ORE for scoring. They exclude any students who did not participate in any testing, for any reason. All percentages have been rounded off to the nearest tenth of an integer. See also Note 1, second paragraph.

[3] These percentages are based on answer sheets (or test booklets) which were returned to ORE and marked with one of the two exemption categories. All percentages have been rounded off to the nearest tenth of an integer. See also, Note 1, second paragraph.

[4] This percentage is computed as 100% - % of students taking the test - % of students exempted. See also, Note 1, second paragraph.

[5] Answer sheets for two of the Wooldridge 2nd Grade classes were inadvertantly omitted from the scoring process.

Figure A-1-2

INVENTORY OF STUDENTS IN GRADE 6
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS TAKING TESTS[1,2]	% OF STUDENTS EXEMPTED Special Ed.[1,3]	% OF STUDENTS EXEMPTED Foreign Lang[1,3]	% OF STUDENTS ABSENT[1,4]
Allan	6	201	94.5%	5.4%	0.0%	0.0%
Martin	6	302	91.3%	8.2%	1.3%	0.0%
Blanton	6	552	87.8%	7.6%	0.0%	4.5%
Joslin	6	962	95.6%	3.5%	0.0%	0.8%
Read	6	632	92.2%	0.0%	0.0%	7.8%
Travis Heights	6	713	91.1%	6.7%	0.4%	1.7%
Baker	6	425	87.7%	12.1%	0.7%	0.9%
Webb	6	849	88.9%	10.2%	0.2%	0.6%
DISTRICTWIDE SUMMARY	6	4636	93.4%	5.4%	0.3%	3.3%

Figure A-1-2 (continued)

INVENTORY OF STUDENTS IN GRADE 6
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

NOTES:

[1] Membership data is approximately the membership as of the testing period. It is computed as the average of (1) membership as of the last day of the fourth six-weeks (March 4), and (2) membership as of the last day of the fifth six-weeks (April 22).
Because of this approximation, the percentages of students taking the test recorded in this figure may sometimes be slightly in excess of 100%, and the percentage of students absent may be slightly less than 0.0%. In such instances, the percentages have been rounded off to 100% and 0.0%, respectively.

[2] These percentages are based on a count of the number of answer sheets (or test booklets, for Grades 1-3) which were returned to ORE for scoring. They exclude any students who did not participate in any testing, for any reason. All percentages have been rounded off to the nearest tenth of an integer. Se also Note 1, second paragraph.

[3] These percentages are based on answer sheets (or test booklets) which were returned to ORE and marked with one of the two exemption categories. All percentages have been rounded off to the nearest tenth of an integer. See also, Note 1, second paragraph.

[4] This percentage is computed as 100% - % of students taking the test - % of students exempted. Se also, Note 1, second paragraph.

Figure A-1- 3

INVENTORY OF STUDENTS IN GRADES 7 & 8 TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP	% OF STUDENTS	% OF STUDENTS EXEMPTED		% OF STUDENTS
			TAKING TESTS[1,2]	Special Ed. [1,3]	Foreign Lang [1,3]	ABSENT[1,4]
Allan	7	269	85.5%	12.2%	0.0%	1.1%
	8	236	86.0%	8.1%	0.0%	5.9%
Fulmore	7	472	98.9%	0.2%	1.1%	0.8%
	8	487	100.0%	0.0%	0.0%	0.0%
Lamar	7	387	95.8%	3.4%	0.0%	0.3%
	8	351	97.1%	2.3%	0.0%	0.6%
Burnet	7	488	89.3%	4.7%	0.0%	5.9%
	8	478	96.4%	4.2%	0.0%	0.0%
O. Henry	7	400	96.0%	3.8%	0.5%	0.0%
	8	387	94.3%	3.4%	0.3%	2.1%
Pearce	7	646	97.8%	1.1%	0.0%	1.1%
	8	626	97.1%	1.0%	0.0%	1.1%
Porter	7	450	73.8%	6.2%	0.0%	20.0%
	8	401	95.5%	3.7%	0.2%	0.5%
Martin	7	338	79.2%	10.0%	0.0%	9.2%
	8	354	89.5%	1.7%	0.0%	8.8%
Murchison	7	374	95.2%	3.2%	0.0%	1.6%
	8	453	99.6%	1.5%	0.0%	0.0%
Bedichek	7	637	96.1%	1.7%	0.0%	2.2%
	8	621	98.7%	1.4%	0.0%	0.0%
Dobie	7	557	96.8%	2.1%	0.0%	1.1%
	8	501	96.8%	1.6%	0.0%	0.1%
DISTRICTWIDE SUMMARY	7	5018	92.2%	3.8%	0.1%	3.9%
	8	4895	96.3%	2.3%	0.1%	1.4%

Figure A-1-3 (continued)

INVENTORY OF STUDENTS IN GRADES 7 & 8
TAKING THE CAT TESTS, EXEMPTED FROM TESTING, AND ABSENT

NOTES:

[1] Membership data is approximately the membership as of the testing period. It is computed as the average of (1) membership as of the last day of the third six-weeks (January 14) and (2) membership as of the last day of the fourth six-weeks (March 4).

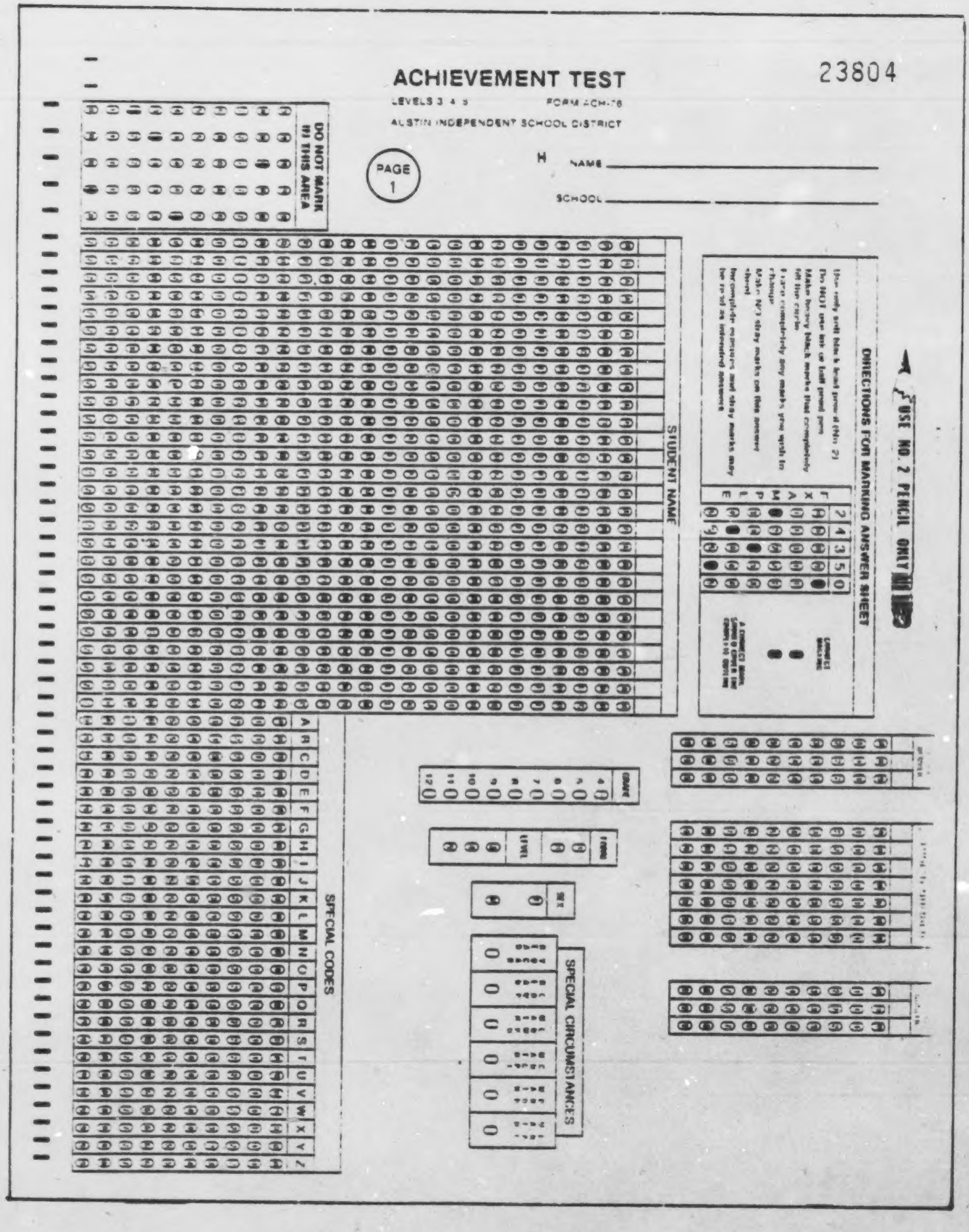
[2] These percentages are based on a count of the number of answer sheets (or test booklets, for Grades 1-3) which were returned to ORE for scoring. They exclude any students who did not participate in any testing, for any reason. All percentages have been rounded off to the nearest tenth of an integer. See also Note 1, second paragraph.

[3] These percentages are based on answer sheets (or test booklets) which were returned to ORE and marked with one of the two exemption categories. All percentages have been rounded off to the nearest tenth of an integer. See also, Note 1, second paragraph.

[4] This percentage is computed as 100% - % of students taking the test - % of students exempted. See also, Note 1 second paragraph.

Figure A-1-4

ANSWER SHEET
USED FOR CAT TESTING IN GRADES 4-8



ACHIEVEMENT TEST

23804

LEVELS 3 4 5

FORM ACH-78

AUSTIN INDEPENDENT SCHOOL DISTRICT

PAGE 1

H NAME

SCHOOL

DO NOT MARK IN THIS AREA

STUDENT NAME

DIRECTIONS FOR MARKING ANSWER SHEET

USE NO. 2 PENCIL ONLY

SPECIAL CODES

GRADE

FORM

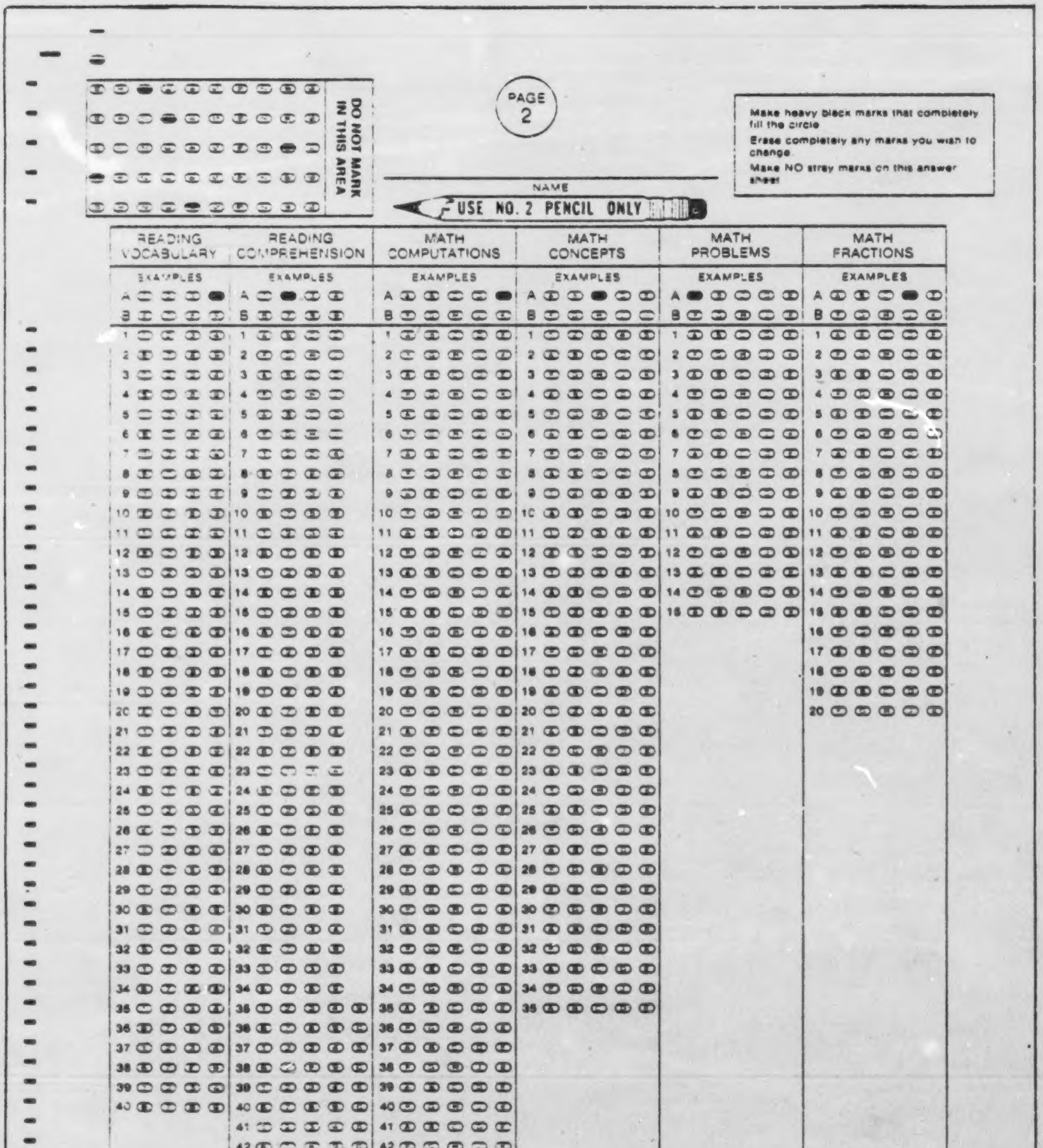
LEVEL

SEX

SPECIAL CIRCUMSTANCES

Figure A-1-4 (continued)

ANSWER SHEET
USED FOR CAT TESTING IN GRADES 4-8



DO NOT MARK IN THIS AREA

PAGE 2

Make heavy black marks that completely fill the circle.

Erase completely any marks you wish to change.

Make NO stray marks on this answer sheet.

NAME

USE NO. 2 PENCIL ONLY

READING VOCABULARY — EXAMPLES A, B — 1–40

READING COMPREHENSION — EXAMPLES A, B — 1–45

MATH COMPUTATIONS — EXAMPLES A, B — 1–48

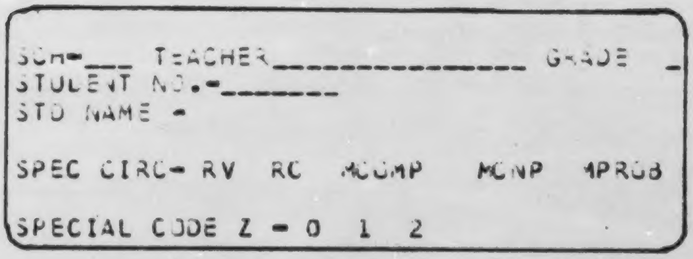
MATH CONCEPTS — EXAMPLES A, B — 1–35

MATH PROBLEMS — EXAMPLES A, B — 1–15

MATH FRACTIONS — EXAMPLES A, B — 1–20

Figure A-1-5

GUMMED LABEL
USED FOR CAT TESTING IN GRADES 1-3

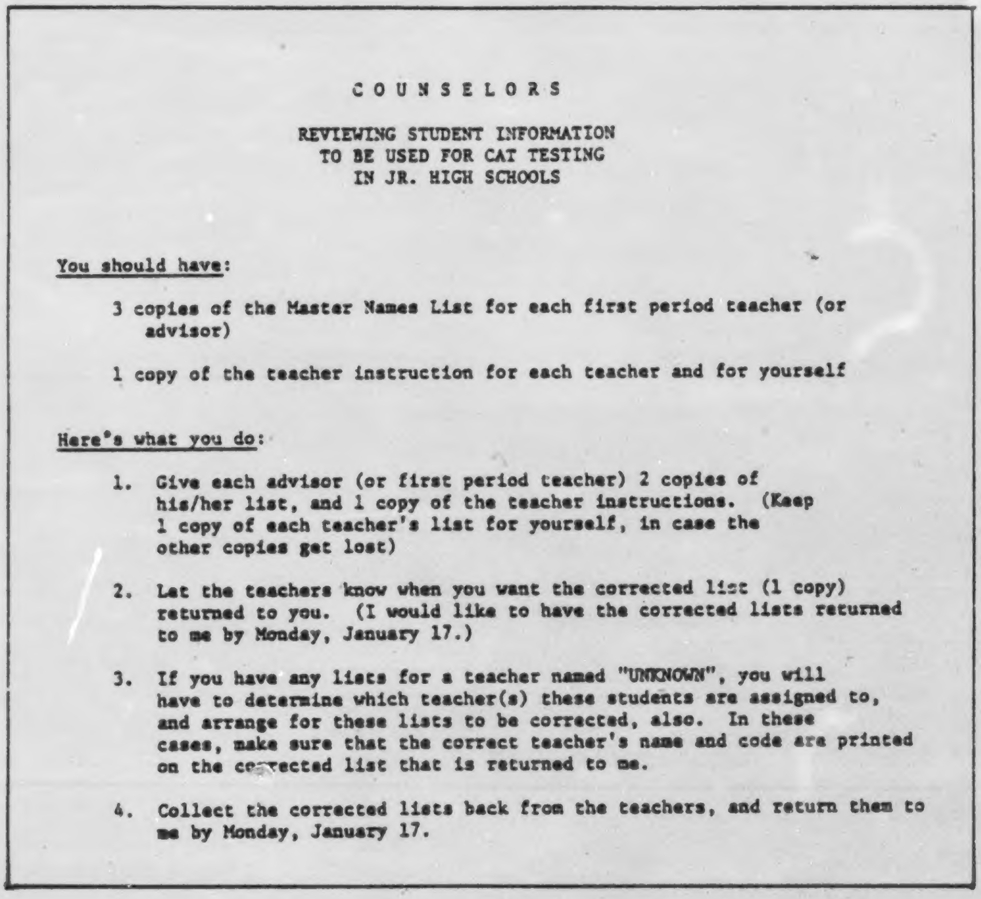


```
SCH-___ TEACHER________________ GRADE _
STUDENT NO.-_______
STD NAME -

SPEC CIRC- RV  RC  MCOMP   MCNP  MPROB

SPECIAL CODE Z - 0  1  2
```

Figure A-1-6

INSTRUCTIONS PROVIDED TO JR. HIGH BUILDING TEST COORDINATORS

FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON CAT ANSWER SHEETS



COUNSELORS

REVIEWING STUDENT INFORMATION TO BE USED FOR CAT TESTING IN JR. HIGH SCHOOLS

You should have:

3 copies of the Master Names List for each first period teacher (or advisor)

1 copy of the teacher instruction for each teacher and for yourself

Here's what you do:

1. Give each advisor (or first period teacher) 2 copies of his/her list, and 1 copy of the teacher instructions. (Keep 1 copy of each teacher's list for yourself, in case the other copies get lost)
2. Let the teachers know when you want the corrected list (1 copy) returned to you. (I would like to have the corrected lists returned to me by Monday, January 17.)
3. If you have any lists for a teacher named "UNKNOWN", you will have to determine which teacher(s) these students are assigned to, and arrange for these lists to be corrected, also. In these cases, make sure that the correct teacher's name and code are printed on the corrected list that is returned to me.
4. Collect the corrected lists back from the teachers, and return them to me by Monday, January 17.

Figure A-1-7

INSTRUCTIONS PROVIDED TO JR. HIGH TEACHERS FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON CAT ANSWER SHEETS

TEACHERS

REVIEWING STUDENT INFORMATION TO BE USED FOR CAT TESTING IN JR. HIGH SCHOOLS

Our records show that the students in the attached list are in your advisory.

This information will be printed and bubbled, by computer, on the CAT answer sheets that will be used this year. This new procedure will make the testing results more accurate and will aid in getting the CAT reports back to your school much earlier, if the information on this list is complete and accurate.

To make sure that the information is complete and accurate, we are asking you to review this list and note any problems.

Here's what you do:

1. Scan quickly: names, grades, student numbers, etc., in the first group of students.

   Examine carefully: names, grades, student numbers, etc., in the second group of students. (Students in this second group are more likely to have missing or inaccurate information.)

2. If a student is listed but is not in your advisory:

   Draw a line through the entry

3. If a student is assigned to you, but the information in some of the columns is incorrect or missing:

   Print the correct information on the dashes to the right of of that column

4. If a student is assigned to you but is not listed:

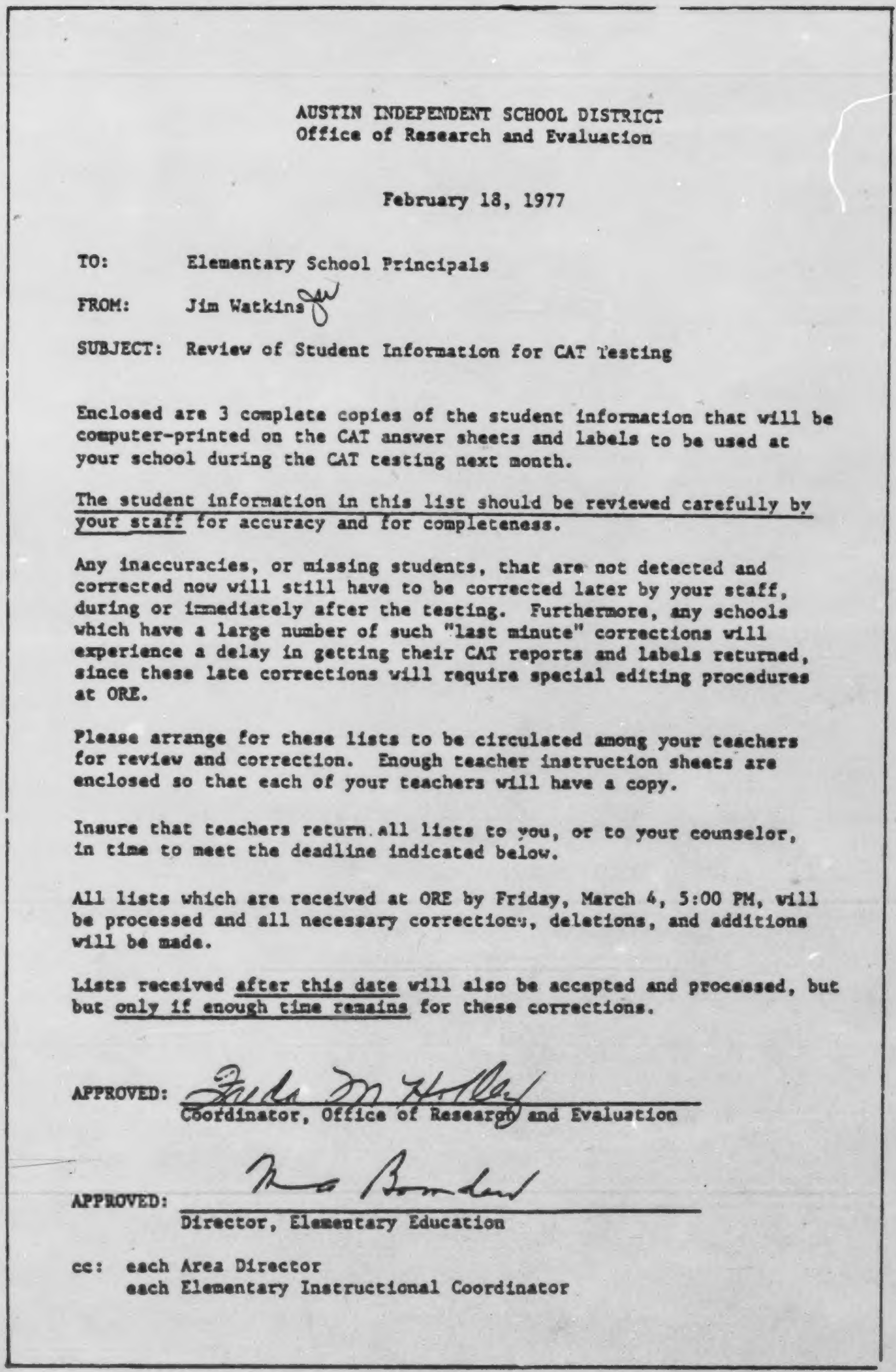
   List the student on the last page and fill in the information for that student under each column

5. Return the corrected list to your school counselor (even if there were no corrections to make). Your counselor will tell you when the list must be turned in.

   You may keep the extra copy of the list, if you wish.

Figure A-1-8

INSTRUCTIONS PROVIDED TO ELEMENTARY SCHOOL PRINCIPALS
FOR REVIEWING STUDENT INFORMATION
TO BE PRESLUGGED ON CAT ANSWER SHEETS



AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 18, 1977

TO: Elementary School Principals

FROM: Jim Watkins JW

SUBJECT: Review of Student Information for CAT Testing

Enclosed are 3 complete copies of the student information that will be computer-printed on the CAT answer sheets and labels to be used at your school during the CAT testing next month.

The student information in this list should be reviewed carefully by your staff for accuracy and for completeness.

Any inaccuracies, or missing students, that are not detected and corrected now will still have to be corrected later by your staff, during or immediately after the testing. Furthermore, any schools which have a large number of such "last minute" corrections will experience a delay in getting their CAT reports and labels returned, since these late corrections will require special editing procedures at ORE.

Please arrange for these lists to be circulated among your teachers for review and correction. Enough teacher instruction sheets are enclosed so that each of your teachers will have a copy.

Insure that teachers return all lists to you, or to your counselor, in time to meet the deadline indicated below.

All lists which are received at ORE by Friday, March 4, 5:00 PM, will be processed and all necessary corrections, deletions, and additions will be made.

Lists received after this date will also be accepted and processed, but but only if enough time remains for these corrections.

APPROVED: Freda M Holley
Coordinator, Office of Research and Evaluation

APPROVED:
Director, Elementary Education

cc: each Area Director
each Elementary Instructional Coordinator

Figure A-1-9

INSTRUCTIONS PROVIDED TO ELEMENTARY SCHOOL TEACHERS FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON CAT ANSWER SHEETS

TEACHERS

REVIEWING STUDENT INFORMATION TO BE USED FOR CAT TESTING IN ELEMENTARY SCHOOLS

Our records show that the students in the attached list attend your school. All students in the same grade are listed together. For each grade the students are listed in alphabetical order.

This information will be printed and bubbed, by computer, on the CAT answer sheets and gummed labels that will be used this year. This new procedure will make the testing results more accurate and will aid in getting the CAT reprots back to your school much earlier, if the information on this list is complete and accurate.

To make sure that the information is complete and accurate, we are asking you to review this list and note any problems.

Here's what you do:

1. Scan the student names and note any of the names of students who are:

   - now in your class (or team or unit)
   - used to be in your class

   a. If a student used to be in your class, but no longer is in your class or any other teacher's class at your school:

      Draw a line through that student's name.

   b. If a student is in your class but some of the information is incorrect:

      Print the correct information in the space provided just to the right of where the incorrect information is printed.

      The grade and student number are especially important and should be checked carefully.

   c. If a student is in your class but some of the information is missing:

      Print the correct information in the space provided just to the right of where the information should have been printed.

2. If some of your students are not listed:

   Print on the back of this instruction sheet, in the spaces provided, the student's name, number, and other information.

3. After you have finished:

   a. Turn in your instruction sheet (with students to be added printed on the back) to your principal or counselor.

   b. Pass the computer listing on to the next teacher who must review it or, if you are the last teacher, return the computer listing to your principal or counselor.

Figure A-1-10

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

We put together this 16-point checklist which MAY help you. If you have a specialized system for it, this one may just confuse you. However, the testing has some tricky parts in it this year. Please let us know how much help this thing is IF you use it at all. GOOD LUCK!

Test booklets should be delivered about 1 week before the testing week.

1. ____ Inventory all test materials as soon as possible after they arrive.

How many test booklets do you have?______________

How many examiner's manuals do you have?__________

If you need more, call Mary Roden (458-1227) to get them. Do not issue the test booklets to teachers until the day before testing begins. Keep them in a secure place 'til then.

Preslugged answer sheets and blank answer sheets and test directions etc. will be delivered about 1 week before the testing week also. Blank answer sheets will be provided--1 for each teacher + 20 more per school. If you need more, call Mary Roden (458-1227).

GOOD MORNING, EDUCATIONAL TESTING SERVICE! THIS IS A RECORDING. WHEN YOU HEAR THE ELECTRONIC SIGNAL, YOU HAVE 30 SECONDS IN WHICH TO GIVE ANSWERS.

Junior High Counselor Testing Checklist
2-4-77

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

2

2. ____ Now, you should sit down and read the beige sheet in the testing directions called TESTING GUIDE '77. This was designed for teachers, but a lot of the information YOU need is there too. It is not repeated anywhere else.

3. ____ Train teachers to monitor the testing. Make VERY sure they understand how to do the Special Circumstances Log and the Special Circumstances bubbling procedure on page 1 of the answer sheets.

"Your feelings of insecurity seem to have started when Mary Lou Gurnblatt said, 'Maybe I don't have a learning disability – maybe you have a teaching disability.' "

4. ____ Distribute test materials to teachers:

- Test booklets (DON'T give these out until the day before the testing! Keep a record of how many you give each teacher and check that number against the amount they bring back.)
- One Examiner's Manual.
- Preslugged answer sheets.
- One blank answer sheet per teacher (or more if you know they need more.)
- One Special Circumstances Log.
- TESTING GUIDE '77 (beige sheet).

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

"How many times must I tell you – it's 'cat' before 'temple' except after 'slave'."

5. ____ Give the test. (Small detail!)

6. ____ The LAST day of regular testing (NOT the following day!), receive the following materials from teachers:

- Test booklets. (Be very sure that the same number come back that went out. If there are any discrepancies, please let us know how many and to whom. We are going to re-inventory these ourselves for each school.)
- One examiner's manual.
- Any leftover totally blank answer sheets which do not have any preslugged or handbubbled marks on them.
- Answer sheets for students who took all the tests. This will be STACK 1.
- Answer sheets for students who were:

  (a) exempt from the testing (special ed or non English-speaking), or

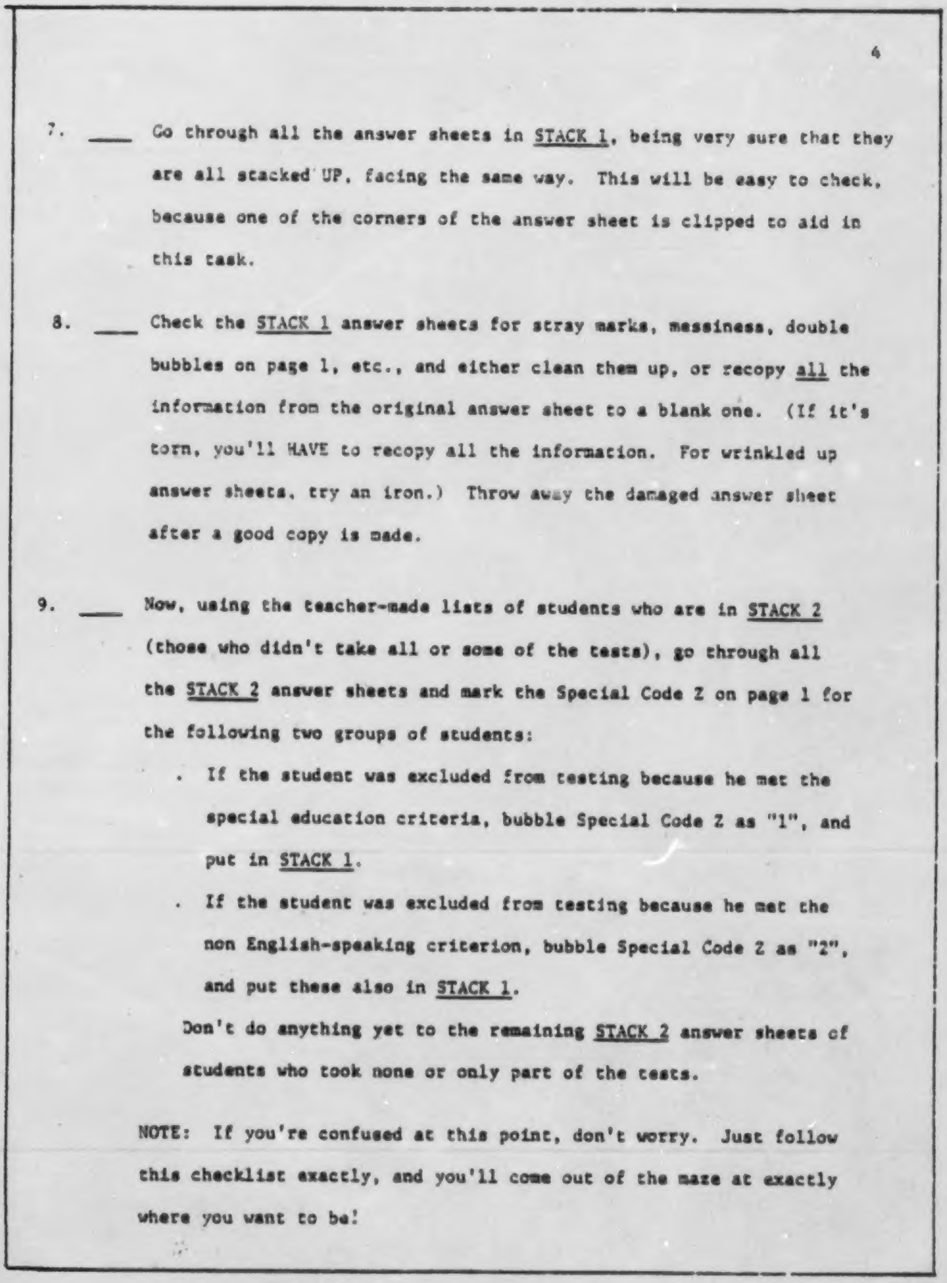
  (b) absent during all or part of the testing.

  This stack is called STACK 2.
- List of all students who did not take the tests (STACK 2 students) and the reasons why.
- Special Circumstances Log.

NOTE: It is OK to mix answer sheets for grades 7 and 8. A new computer program will take care of separating these.

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES



4

7. ____ Go through all the answer sheets in STACK 1, being very sure that they are all stacked UP, facing the same way. This will be easy to check, because one of the corners of the answer sheet is clipped to aid in this task.

8. ____ Check the STACK 1 answer sheets for stray marks, messiness, double bubbles on page 1, etc., and either clean them up, or recopy all the information from the original answer sheet to a blank one. (If it's torn, you'll HAVE to recopy all the information. For wrinkled up answer sheets, try an iron.) Throw away the damaged answer sheet after a good copy is made.

9. ____ Now, using the teacher-made lists of students who are in STACK 2 (those who didn't take all or some of the tests), go through all the STACK 2 answer sheets and mark the Special Code Z on page 1 for the following two groups of students:

   - If the student was excluded from testing because he met the special education criteria, bubble Special Code Z as "1", and put in STACK 1.
   - If the student was excluded from testing because he met the non English-speaking criterion, bubble Special Code Z as "2", and put these also in STACK 1.

   Don't do anything yet to the remaining STACK 2 answer sheets of students who took none or only part of the tests.

NOTE: If you're confused at this point, don't worry. Just follow this checklist exactly, and you'll come out of the maze at exactly where you want to be!

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

10. ____ Give the makeup tests, as necessary, to students with answer sheets still in STACK 2. Clean the answer sheets up as you did in Step #6. Now, put the answer sheets of the makeup students who have taken at least one part of the tests or more in STACK 1.

11. ____ STACK 2 should now be very small. After the makeup testing, it contains only the answer sheets for those students who took none of the tests during either the regular testing or during the makeup testing. Bubble the Special Code Z on page 1 as "0" on all these remaining answer sheets and add them also to STACK 1.

"Apparently, the only subject you've ever done well in is English. Hey! You could become an Englishman. . . ."

12. ____ You should now have one HUGE STACK 1 and maybe a few leftover blank answer sheets. STACK 1 now contains all used answer sheets and all answer sheets for which Special Code Z is bubbled as 0, 1, or 2. (Be sure these are all facing the same direction--use the clipped corner to check.)

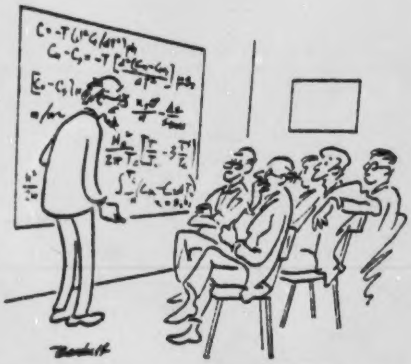
13. ____ File all the Special Circumstances Logs in your counselor files. These will be available in the future if anyone wants to see WHY a student's test score was flagged as "possibly invalid."

Figure A-1-10 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

14. ____ Box up all the testing booklets and manuals and return them to ORE. Each box should have the school name printed LARGELY and CLEARLY on it. ORE will re-inventory all these materials and give each school credit for returning all their booklets and manuals (IF all are received!)

"The principal said that he is willing to drop the smoking bust if you will cop a plea for ordinary misbehavior, which is good for one to five detentions."



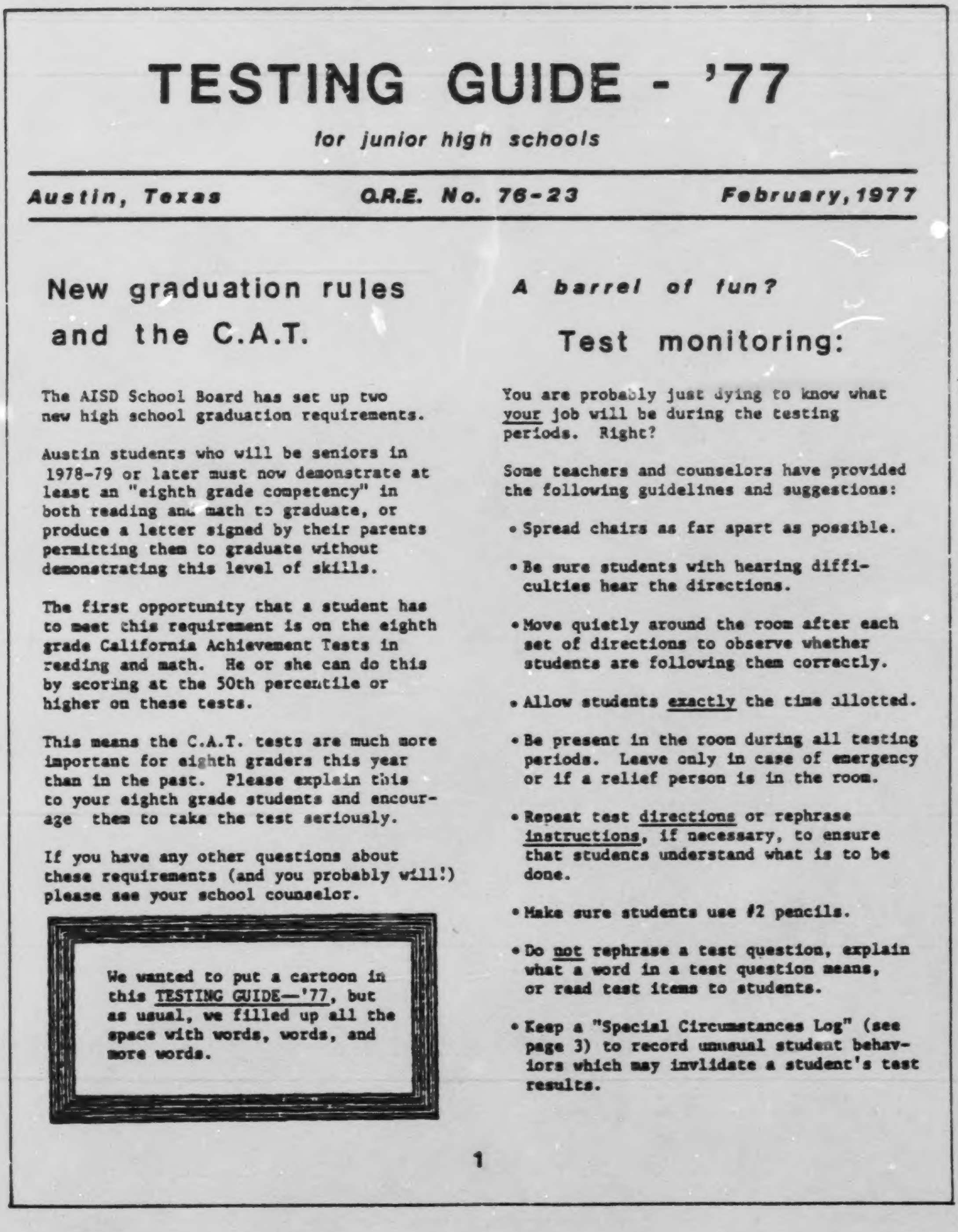
"And now we'll need someone to erase the blackboard. Who has only a master's degree?"

15. ____ Send us the answer sheets for your students. Better yet, bring us these tender fragile things yourself to Room 301 in Reilly Elementary. That's the O.R.E. office.

16. ____ Sit down and kick off your shoes. You finally finished it!

Figure A-1-11

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS
FOR CAT TESTING ACTIVITIES



TESTING GUIDE - '77

for junior high schools

Austin, Texas ***O.R.E. No. 76-23*** ***February, 1977***

New graduation rules and the C.A.T.

The AISD School Board has set up two new high school graduation requirements.

Austin students who will be seniors in 1978-79 or later must now demonstrate at least an "eighth grade competency" in both reading and math to graduate, or produce a letter signed by their parents permitting them to graduate without demonstrating this level of skills.

The first opportunity that a student has to meet this requirement is on the eighth grade California Achievement Tests in reading and math. He or she can do this by scoring at the 50th percentile or higher on these tests.

This means the C.A.T. tests are much more important for eighth graders this year than in the past. Please explain this to your eighth grade students and encourage them to take the test seriously.

If you have any other questions about these requirements (and you probably will!) please see your school counselor.

We wanted to put a cartoon in this TESTING GUIDE—'77, but as usual, we filled up all the space with words, words, and more words.

A barrel of fun?

Test monitoring:

You are probably just dying to know what your job will be during the testing periods. Right?

Some teachers and counselors have provided the following guidelines and suggestions:

- Spread chairs as far apart as possible.
- Be sure students with hearing difficulties hear the directions.
- Move quietly around the room after each set of directions to observe whether students are following them correctly.
- Allow students exactly the time allotted.
- Be present in the room during all testing periods. Leave only in case of emergency or if a relief person is in the room.
- Repeat test directions or rephrase instructions, if necessary, to ensure that students understand what is to be done.
- Make sure students use #2 pencils.
- Do not rephrase a test question, explain what a word in a test question means, or read test items to students.
- Keep a "Special Circumstances Log" (see page 3) to record unusual student behaviors which may invlidate a student's test results.

Figure A-1-11 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

Does everyone take the test?

There are only two reasons why a stud [illegible] excused from taking the C.A.T. tests:

- The student is in an integrated or self-contained special education program, or the student spends at least two hours a day in the special education resource room.
- The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.

If you have students in your room who are in either of the above groups, you and your school counselor should make arrangements for them to be supervised elsewhere during the testing periods.

NOTE: Any student who will eventually be required to meet the two new high school graduation requirements in reading and math (including some of the students who may be excluded from the testing per the above two reasons) may wish to attempt the test-- even if they do fall into the above exemption categories.

What about students who don't have answer sheets?

Most of your students will have answer sheets with their ID information already preprinted and bubbled on it. However, you may have one or two students who do not have one OR the ID information is wrong OR their preprinted answer sheet has gotten damaged.

In these cases, you must fill out a new blank answer sheet for them to use. Your school counselor will provide you with these blank answer sheets.

The following 9 information fields must be filled out AND BUBBLED IN with a #2 pencil before the testing:

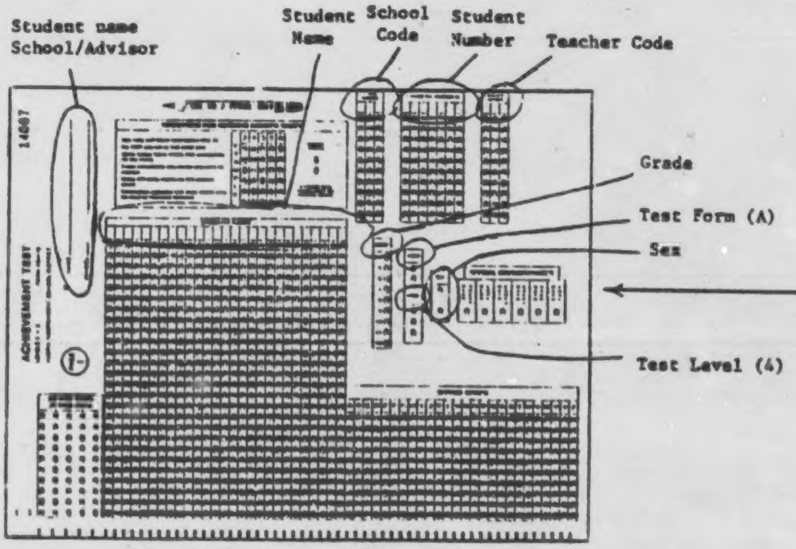


Figure A-1-11 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

Something new: "Special Circumstances Log"

You should be alert during the testing periods to notice any unusual student behaviors which may cause invalid student test scores.

These behaviors should be recorded on a "Special Circumstances Log" which you will receive from your counselor. The following examples should illustrate the use of this log:

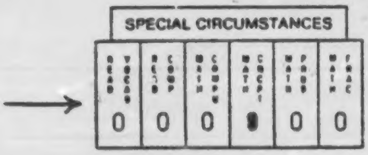
SPECIAL CIRCUMSTANCES LOG

PROCTOR: Glynn Martin SCHOOL: Jackson Jr. High

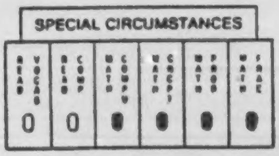
STUDENT	TEST(S)	SPECIAL CIRCUMSTANCES
Angela Sanchez	Math Basic Concepts	Broke her glasses. Can't read very well.
John Burgess	All Math sections	Unknown problem, but has been moody and silent for 2 days.
Susan Howard	Reading Vocabulary	Looked on Mary White's answer sheet.
Joe Hester	Reading Vocabulary	Marked all answer A's on this section.

After the testing, it is very important that you mark the proper Special Circumstances spaces on page 1 of these students' answer sheets.

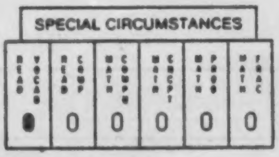
Below are some examples of how the above information should be coded on the answer sheets:



(Angela Sanchez)



(John Burgess)



(Susan Howard)

All these students' scores will be flagged with an asterisk (*) when they come back to the school and will be noted as "possibly invalid."

Figure A-1-11 (continued)

INSTRUCTIONS PROVIDED TO JR. HIGH SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

When it's over...

1. Check all student answer sheets for stray marks. Erase any obviously unintended marks.

2. Mark the proper Special Circumstances bubbles on page 1 of the answer sheet for those students who exhibited unusual behaviors during the testing, indicating that their test scores may be invalid.

3. Turn in the following to your counselor:

   - all test booklets and manuals,
   - your Special Circumstances Log,
   - all answer sheets for students who took all tests (STACK 1),
   - all answer sheets for students who took only part or none of the tests including exempted students (STACK 2),
   - all blank answer sheets,
   - a list of all your students who did not take the tests, and the reason why. Example:

Name	Test(s) Missed	Reason
Joe Jones	Math and reading	Special Ed
Susie Smith	Math	Absent
Jose Gonzales	Math and reading	Non English-speaking
Callie Greer	Reading	Absent

A quick quiz:

If you do not know the answers to the following questions, you should go back and review this TESTING GUIDE--'77. Otherwise, your students' test scores may be delayed or scored inaccurately.

1. For what two reasons may a student be exempted from the CAT testing? (There are ONLY TWO!)

2. What do you do if a student in your class does not have a preprinted and bubbled answer sheet? What if it is torn? What if the student information printed on it is wrong?

3. What is a "Special Circumstances Log?" What do you write on it?

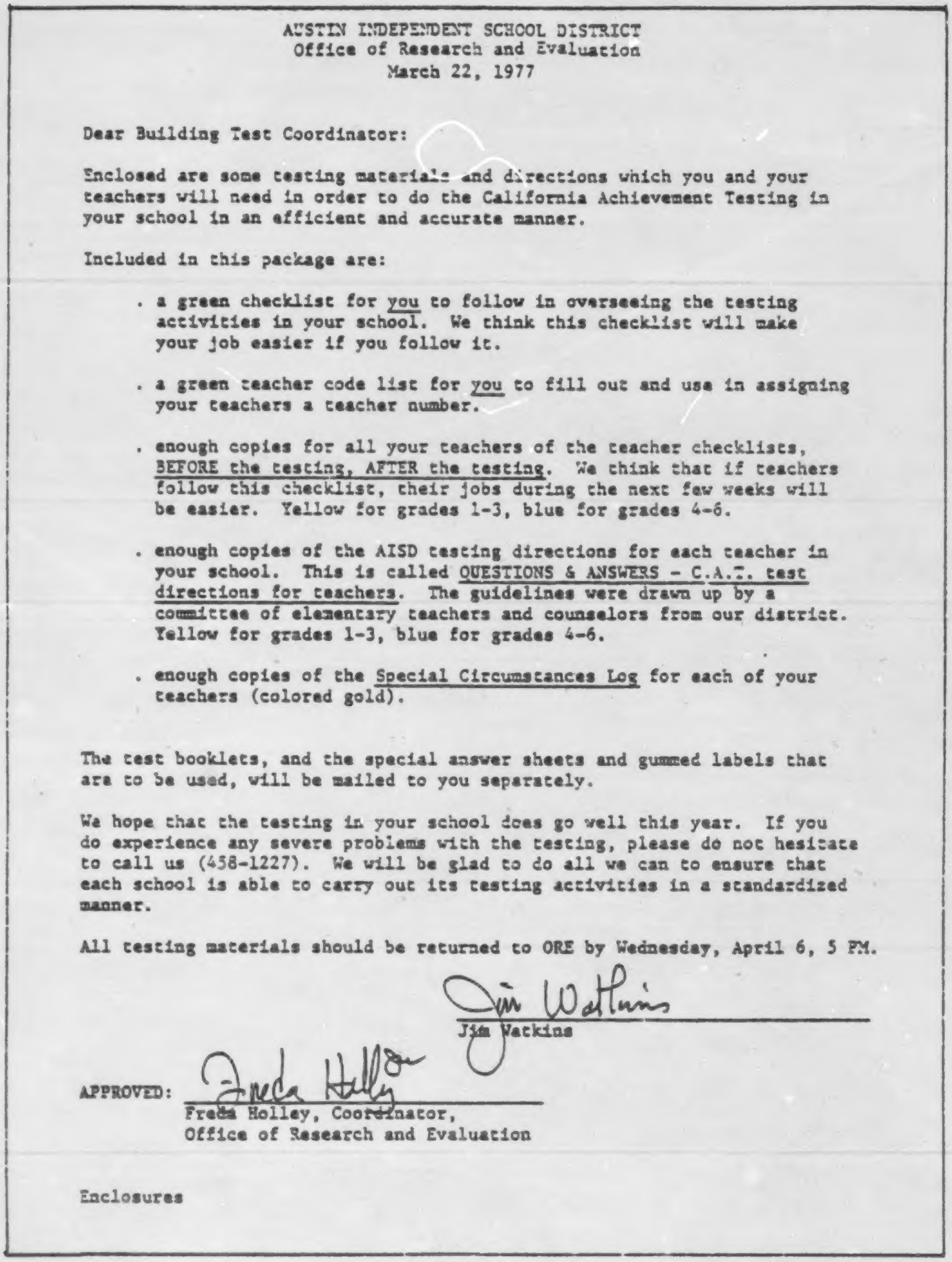
4. What is the "Special Circumstances" space on page 1 of the answer sheet for?

5. What do you do with the unused preprinted answer sheets?

6. What do you turn in to your counselor after the testing is over?

Figure A-1-12

GENERAL INSTRUCTIONS PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES



AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
March 22, 1977

Dear Building Test Coordinator:

Enclosed are some testing materials and directions which you and your teachers will need in order to do the California Achievement Testing in your school in an efficient and accurate manner.

Included in this package are:

- a green checklist for you to follow in overseeing the testing activities in your school. We think this checklist will make your job easier if you follow it.
- a green teacher code list for you to fill out and use in assigning your teachers a teacher number.
- enough copies for all your teachers of the teacher checklists, BEFORE the testing, AFTER the testing. We think that if teachers follow this checklist, their jobs during the next few weeks will be easier. Yellow for grades 1-3, blue for grades 4-6.
- enough copies of the AISD testing directions for each teacher in your school. This is called QUESTIONS & ANSWERS - C.A.T. test directions for teachers. The guidelines were drawn up by a committee of elementary teachers and counselors from our district. Yellow for grades 1-3, blue for grades 4-6.
- enough copies of the Special Circumstances Log for each of your teachers (colored gold).

The test booklets, and the special answer sheets and gummed labels that are to be used, will be mailed to you separately.

We hope that the testing in your school does go well this year. If you do experience any severe problems with the testing, please do not hesitate to call us (458-1227). We will be glad to do all we can to ensure that each school is able to carry out its testing activities in a standardized manner.

All testing materials should be returned to ORE by Wednesday, April 6, 5 PM.

Jim Watkins
Jim Watkins

APPROVED: Freda Holley
Freda Holley, Coordinator,
Office of Research and Evaluation

Enclosures

Figure A-1-13

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

Building test coordinator's

CHECKLIST

BEFORE THE WEEK OF MARCH 28, 1977:

1. Inventory all CAT materials you have received. You should have:

    ___ 1. enough test booklets for all your students.*

    ___ 2. enough pre-printed answer sheets for your students in grades 4-6, plus a few extra blanks.

    ___ 3. enough pre-printed paste-on labels for students in grades 1-3, plus a few extra ones.

    ___ 4. enough examiner's manuals for your teachers.

    ___ 5. at least one Special Circumstances Log per teacher.

    ___ 6. BEFORE the testing; AFTER the testing (a checklist) for each teacher. Yellow for grades 1 - 3; blue for grades 4 - 6.

    ___ 7. QUESTIONS & ANSWERS - C.A.T. Test Directions for Teachers. Yellow for grades 1 - 3, blue for grades 4 - 6.

2. Assign teacher code numbers to the teachers in your building. Fill out the attached teacher code list for your school. If your school does not have "homeroom" teachers to whom you wish the test scores to be sent, or if your students' cumulative folders are not kept in teachers rooms, please call Jim Watkins at 458-1227 for additional instructions on assigning the teacher code numbers.

3. Tell the teachers in grades 4 - 6 what their teacher codes are. They should bubble these codes in the spaces provided for "teacher code" on the students' answer sheets. The purpose of this teacher code is so that students' test scores can be generated by the computer by homeroom. The homeroom teacher will then have all her/his students' records in one bunch when the scores come back from the computer.

    Return your Teacher Code List to O.R.E. (Jim Watkins) by Friday, March 30, 1977.

---

*For grades 4 and 5 only, you have been provided half the number of test booklets for all your students. This means you will have to schedule the testing for these two grades so that half the students are taking the reading tests while the other half are taking the mathematics tests.

Figure A-1-13 (continued)

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

4. Distribute test materials to teachers:

   ___ BEFORE the testing, AFTER the testing (checklist of teacher activities during the testing). Yellow for grades 1 - 3; Blue for grades 4 - 6.

   ___ QUESTIONS & ANSWERS - C.A.T. Test Directions for Teachers. Yellow for grades 1 - 3; blue for grades 4 - 6.

   ___ One examiner's manual.

   ___ Pre-printed answer sheets (grades 4 - 6)

   ___ Pre-printed test labels (grades 1 - 3)

   ___ Special Circumstances Log.

   ___ Test booklets. DO NOT GIVE THESE OUT UNTIL A DAY OR SO BEFORE THE TESTING.

5. Explain all the test guidelines and procedures to the teachers. Be VERY sure they understand how to do the Special Circumstances Log and sections and the Special Code Z categories and how to handle these. (These are all explained in the teacher bulletin, QUESTIONS AND ANSWERS, and the checklists, BEFORE the testing, AFTER the testing.)

6. Make arrangements for and communicate to your teachers any specific testing arrangements which have to be made for the testing in your building (scheduling, space, etc.)

AT THE END OF THE FIRST WEEK OF TESTING (APRIL 1, 1977):

7. By Friday afternoon, April 1, collect from each teacher in grades 1 - 3 who administered the tests, the test booklets for students who have completed BOTH the math and reading parts of the tests. Keep the test booklets for each teacher and each level of the test in a separate package! You may put them in large envelopes, tie them up with string, or wrap them in paper.

8. Check each group of these test booklets from grades 1 - 3 to make sure that:

   ___ a. All test booklets in a group are for students of the same grade and the same teacher.

   ___ b. All the information on the paste-on labels is correct, and that these labels have been pasted on the FRONT of the students' test booklets.

TESTING "HOTLINE": 458-1227

Figure A-1-13 (continued)

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

9. Send all groups of COMPLETED test booklets for grades 1 - 3 to Jim Watkins, Office of Research and Evaluation as soon as possible. We would like to have all these completed test booklets by 5:00 P.M. on April 1, if possible. Personal delivery will speed up the scoring and processing for your school. Our office is located in Room 301 of the Reilly Elementary School, just across the street from the Administration Building.

AT THE END OF THE MAKE-UP TESTING (NO LATER THAN APRIL 6):

10. For make-up tests of students in grades 1, 2, and 3, do the same things you did after the end of the first testing week (see numbers 7, 8, and 9 above).

11. Collect from all teachers:

___ Examiner's manuals.

___ Special Circumstances Logs.

From grades 1 - 3:

___ All test booklets and all test labels. Test labels for all students should be returned to O.R.E., regardless of whether they were tested or not.

Keep all the test booklets separated by teacher and by test level. These can be kept separate by wrapping the different packages up with string, in big envelopes, or in brown paper.

From grades 4 - 6:

___ All test booklets

___ All answer sheets. Answer sheets for all students must be returned to O.R.E., regardless of whether they were tested or not. Do not put paper clips or rubber bands on these answer sheets.

Don't include totally blank answer sheets in this stack. Return them to O.R.E. in a separate stack.

12. File all the Special Circumstances Logs in a central location. These will be available in the future if anyone wants to see WHY a student's test score was flagged as "possibly invalid."

Figure A-1-13 (continued)

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL BUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

13. Box up all the testing booklets, manuals, answer sheets, and test labels and return them to O.R.E. (Room 301, Reilly Elementary School) Each box should have the school name printed LARGELY and CLEARLY on it. O.R.E. will re-inventory all these materials and credit each school for returning all the test materials (IF all are received!)

14. Sit down and relax. It's over!

TESTING "HOTLINE": 458-1227

Figure A-1-13 (continued)

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL FUILDING TEST COORDINATORS FOR CAT TESTING ACTIVITIES

RETURN THIS LIST TO O.R.E.

TEACHER CODE LIST

DEAR BUILDING TEST COORDINATOR:

PLEASE ASSIGN ALL THE TEACHERS IN YOUR SCHOOL A THREE DIGIT TEACHER CODE. IT IS NOT IMPORTANT WHICH NUMBER A TEACHER HAS.

THE PURPOSE OF THESE CODES IS TO ENSURE THAT WHEN O.R.E. SCORES THE TESTS BY COMPUTER, ALL THE STUDENTS' SCORES AND PRINTOUTS AND LABELS WILL COME BACK BY HOMEROOM. THIS WILL MAKE THE ENTERING OF THE TEST SCORES IN CUMULATIVE FOLDERS MUCH EASIER AT THE CLASSROOM LEVEL.

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Figure A-1-14

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 1-3 FOR CAT TESTING ACTIVITIES

teachers
grades 1-3

BEFORE the testing

1. Pick up your pre-printed student test labels from your principal or counselor.

2. Make test labels for any students for whom O.R.E. did not supply a pre-printed test label. Your principal or counselor has blank test labels you can use for this purpose.

3. Write your name in the space marked "Teacher____________" on all the students' test labels (both the pre-printed and ones you made up yourself.)

4. Identify the students who are to be exempted from the testing. (See the Questions & Answers bulletin for details on this.)

5. Mark the exempted students' test labels with the appropriate Special Code Z as "1" or "2". (Save these labels to turn in to O.R.E. along with all other test materials. See the Questions & answers bulletin for information on how to mark the Special Code Z area.)

6. Stick the label for each un-exempted student on a test booklet for their grade level: Grade 1 - level 1; grades 2 and 3 - level 2.

7. Make arrangements for the exempted students to be supervised outside of your room while you are giving the tests.

8. Get a watch or clock with a second hand.

8. Obtain or make a sign to hang on your door saying, "Testing, do not disturb!"

10. Have scratch paper ready for students to use on the math sections of the test.

11. Pick up your test materials from your principal or counselor.

    . One Examiner's Manual

    . Special Circumstances Log (attached to this packet)

    . Test booklets (do you have enough?).

12. Study the Examiner's Manual and the test guidelines until you are SURE you can give the test correctly and easily.

Figure A-1-14 (continued)

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 1-3 FOR CAT TESTING ACTIVITIES

AFTER the testing

grades 1-3

ON APRIL 1, 1977, AFTER ALL THE REGULAR TESTING IS DONE, PLEASE DO THE FOLLOWING FOR THOSE TEST BOOKLETS OF STUDENTS WHO HAVE COMPLETED ALL THE TESTS:

1. Circle the proper Special Circumstances codes on the test labels for those students who exhibited unusual behaviors during the testing, indicating that their test scores may be invalid.
2. Check all test booklets for stray marks. Erase any OBVIOUSLY unintended marks by students.
3. DOUBLECHECK all your special coding. Have you coded in all the test labels with your name where it says, "Teacher__________"?
4. Turn in to your principal or teacher all test booklets (with pasted-on labels) for these students who have taken all the tests. Keep the booklets separated by teacher and by test level.
5. At this time, also turn in to your principal or counselor all student test labels for exempted students who did not take the tests.

ON APRIL 6, 1977, AFTER THE MAKE-UP TESTING IS DONE, PLEASE DO THE FOLLOWING:

6. For all un-exempted students who took NONE of the tests, circle the Special Code 2 on the test label as "0".
7. For the test booklets and labels you still have of students who took part or all of the tests, do the same things you did in #'s 1-5 above.
8. Turn in the following materials to your principal or counselor:
   - . All remaining test booklets and pasted-on labels for students who took all or part of the tests or who should have taken the tests. Keep them separated by teacher and by test level.
   - . Examiner's Manual.
   - . Special Circumstances Log.

NOTE: All test materials are due back in O.R.E. (Room 301, Reilly) by April 6.

Figure A-1-15

GENERAL GUIDELINES PROVIDED TO ELEMENTARY SCHOOL TEACHERS FOR CAT TESTING ACTIVITIES

QUESTIONS & ANSWERS

C.A.T. TEST DIRECTIONS FOR TEACHERS IN GRADES 1 - 3. O.R.E. PUBLICATION NO. 76-25.

WHAT'S NEW ABOUT THE TESTING THIS YEAR?

In the past, teachers have been required to write their students' names and other information on their test booklets.

This year, O.R.E. is providing stick-on labels on which this information has already been printed. These labels should be pasted onto the front of each student's test booklet.

Jim Watkins at O.R.E. says, "Quite frankly, we do not know yet if these new labels will work out better than the old method of teachers writing out the student information by hand.

The advantages of the new labels are that:

- Teachers will get the scores back quicker.
- Teachers will not have to do as much writing as in the past.
- O.R.E. can do a better bookkeeping job of who is not tested and why.

The disadvantage is:

- Teachers must be very, very careful to follow directions.

Watkins says he would like to hear from as many teachers as possible about the new information labels. His address is Box 79, Administration Building.

More information about the use of these student labels is given on the other side of this bulletin.

DOES EVERYONE HAVE TO TAKE THE TESTS?

No. But there are only three reasons why a student in grades 1 - 3 may be excused from taking the C.A.T. tests:

- The student spends more than an hour a day in the special education resource room or he or she is in the self-contained special education room.
- The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.
- The student receives the major portion of his or her instruction in Spanish each day. (This exemption category applies to students in grades 1 and 2 only.)

If you have students in your room who fall into any of the above three groups, you and your counselor or principal should make arrangements for them to be supervised elsewhere during the testing periods.

WHAT SHOULD I DO WITH EXEMPTED STUDENTS' LABELS?

The labels for all your exempted students must be turned back in to O.R.E.

You must identify these exempted students' labels in the following manner.

The appropriate Special Code Z on the labels should be circled as:

"1" - if the student met the special education exemption category.

"2" - if the student met the foreign language exemption category.

"7" - if the student receives the major portion of his instruction in Spanish each day (applies to grades 1 and 2 only).

It is very important that this Special Code Z be circled on all students' labels who were exempted from the testing!

MAY I TEST A STUDENT WHO COULD BE EXEMPTED?

The exemption categories were established to provide a uniform policy for exempting students for whom the testing would probably be a devastating experience.

If you believe, however, that there is some value in testing this particular student, you certainly may do so.

HOWEVER, YOU MUST circle the Special Code Z on the student's label as you would if this student had not taken the test and you had applied the exemption category that the student met.

YOU MUST ALSO score this student's test yourself and record the scores in your own records. (You will find the answers in the back of the Examiner's Manual.)

You must return the label to O.R.E. O.R.E. will not re-score this student's test booklet. His or her scores will not be included in your class's or school's test score printouts.

TESTING "HOTLINE" NUMBER

458-1227

CALL THIS NUMBER FOR ANSWERS TO YOUR UNANSWERED QUESTIONS.

Figure A-1-15 (continued)

GENERAL GUIDELINES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 1-3 FOR CAT TESTING ACTIVITIES

WHEN SHOULD THE TESTING BE DONE?

The testing should occur the week of March 28 - April 1, 1977. Tuesdays through Fridays are considered the best testing days. Try to avoid Mondays.

All makeup exams should be given under the same standardized conditions as the regular testing. Makeups must be finished by April 6.

The Elementary Testing Committee last year recommended the following schedule for testing in grades 1 - 3:

First grade:

Day 1 - Reading vocabulary
Day 2 - Reading comprehension
Day 3 - Math computation
Day 4 - Math concepts and problems

Second and third grades:

Day 1 - Reading
Day 2 - Math computation
Day 3 - Math concepts and problems.

WHAT IF A LABEL IS TORN OR DAMAGED?

WHAT IF THE INFORMATION ON THE LABEL IS WRONG?

WHAT IF O.R.E. DID NOT MAKE A LABEL FOR A STUDENT?

In all these cases, you must make a new test label for your students. You can obtain a blank label from either your principal or counselor.

When making up new labels, you must fill in and bubble all the information shown in the figure below. There are five fields to fill in.

SCH-184 TEACHER Brown Sally GRADE
STUDENT NO. 3164487
STUDENT NAME - Johnston, Albert
SPEC CIRC - RV RC MC&MP MCNCP MPROB
SPECIAL CODE Z - 0 1 2

WHAT IF A STUDENT TAKES NONE OF THE TESTS?

If a student was not exempted from the tests, yet he or she took NONE of the C.A.T. tests, you should bubble in Special Code Z on his test label as "0".

This means that he or she was absent during both the regular testing periods and all the makeup periods.

All these students' test labels must be returned to O.R.E. with the Special Code Z ("0") clearly circled.

HOW DO I USE THE "SPECIAL CIRCUMSTANCES LOG"?

You should be alert during the testing periods to notice any unusual student behaviors which may cause invalid student test scores.

These behaviors should be recorded on a Special Circumstances Log which is in your testing packet. The following examples should illustrate the use of this log.

SPECIAL CIRCUMSTANCES LOG

Teacher: Sally Brown School: Jackson

STUDENT	TEST	SPECIAL CIRCUMSTANCES
Angela Sanchez	Math concepts	Broke her glasses. Can't read well.
John Burgess	All math sections	Unknown problem, but has been moody and silent for 2 days.
Susan Howard	Reading vocabulary	Looked on Mary White's answers.

Below are some examples of how the teacher, Mrs. Brown, coded this information on the students' test labels:

SCH-184 TEACHER Brown, Sally GRADE 2
STUDENT NO. 7654321
STUDENT NAME - SANCHEZ, ANGELA
SPEC CIRC - RV RC MC&MP [✓ MCNCP] MPROB
SPECIAL CODE Z - 0 1 2

SCH-184 TEACHER Brown, Sally GRADE 2
STUDENT NO. 1122334
STUDENT NAME - BURGESS, JOHN
SPEC CIRC - RV RC [✓ MC&MP] [✓ MCNCP] [✓ MPROB]
SPECIAL CODE Z - 0 1 2

All these students' scores will be flagged with an asterisk (*) when they come back to the schools and will be noted as "possibly invalid scores".

Her? Oh, she just finished the C.A.T. testing and the makeups and the teacher codes and the special circumstances codes and the special code Z's and the . . . .

Figure A-1-16

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 4-6 FOR CAT TESTING ACTIVITIES

BEFORE the testing

grades 4-6

1. Pick up pre-coded answer sheets from your principal or counselor.
2. Get your three-digit teacher code from your principal or counselor.
3. Make answer sheets for any students for whom O.R.E. did not supply a pre-coded answer sheet. Your principal or counselor has blank answer sheets you can use for this purpose.
4. Bubble in your three-digit teacher code on all your students' answer sheets (both the pre-printed ones and the hand-bubbled ones).
5. Identify the students who are to be exempted from the testing. (See the testing guidelines for details on this.)
6. Mark the exempted students' answer sheets with the appropriate Special Code as "1" or "2". (See the testing guidelines for details on this.)
7. Make arrangements for the exempted students to be supervised outside of your room while you are giving the tests.
8. Get a watch or clock with a second hand.
9. Obtain or make a sign to hand on your door saying "Testing, do no disturb."
10. Have scratch paper ready for the students to use on math sections of the tests.
11. Pick up your test materials from your principal or counselor:
    - One Examiner's Manual
    - Special Circustances Log
    - Test Booklets
        - Count them. Do you have enough?
        - Check the test booklets for pencil marks. Erase any marks you find!
12. Study the Examiner's Manual until you are SURE you can give the test correctly and easily.

Figure A-1-16 (continued)

CHECKLIST OF ACTIVITIES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 4-6 FOR CAT TESTING ACTIVITIES

AFTER the testing

grades 4-6

1. After the make-up testing is done, for all students who took none of the CAT substest, bubble in the Special Code Z as "0".
2. Mark the proper Special Circumstances bubbles on page 1 of the answer sheet for those students who exhibited unusual behaviors during the testing, indicating that their test scores may be invalid.
3. Check all student answer sheets for stray marks. Erase any OBVIOUSLY unintended marks.
4. Doublecheck all your special coding and bubbling. Have you coded in:
   - All answer sheets with your three-digit teacher code?
   - All necessary Special Circumstances codes?
   - All necessary Special Code Z's ("1", "2", and "0")?
5. Go through all your students' test booklets. Make sure you erase any pencil marks made during the testing in your room.
6. Turn in the following materials to your principal or counselor:
   - All test booklets.
   - Examiner's Manual.
   - Special Circumstances Log.
   - All your students' answer sheets. This includes the answer sheets for exempted students, with the Special Code Z marked as "1" if special ed and "2" if foreign language. This also includes students who took none of the tests (Special Code Z is marked as "0"). Do not put paper clips or rubber bands on these answer sheets.
   - All totally blank answer sheets (in a separate stack).

NOTE: All test materials are due back in O.R.E. (Room 301, Reilly) by April 8, 1977.

Figure A-1-17

GENERAL GUIDELINES PROVIDED TO ELEMENTARY SCHOOL TEACHERS IN GRADES 4-6 FOR CAT TESTING ACTIVITIES

QUESTIONS & ANSWERS

C.A.T. TEST DIRECTIONS FOR TEACHERS IN GRADES 4 - 6.   O.R.E. PUBLICATION NO. 76-24.

WHAT'S NEW ABOUT THE ANSWER SHEETS?

This year your students will take the C.A.T. on specially prepared answer sheets. These answer sheets already have your students' names and other information written and bubbled on them.

Jim Watkins at O.R.E. says, "Quite frankly, these new answer sheets have both advantages and disadvantages." The advantages are the:

- Teachers will get the scores back quicker.
- Teachers will not have to do as much writing and bubbling of answer sheets as in the past.
- O.R.E. can do a better bookkeeping job on who is not tested and why.

The disadvantages are:

- Teachers must be very, very careful to follow directions.

Watkins says he would like to hear from as many teachers as possible about the new answer sheets. His address is Box 79, Administration Building.

WHEN SHOULD THE TESTING BE DONE?

The testing should occur the week of March 28 - April 1, 1977. Tuesdays through Fridays are considered the best testing days. Try to avoid Mondays.

All makeup exams should be given under the same standardized conditions as the regular testing. Makeups must be finished by April 8.

The Elementary Testing Committee last year recommended the following schedule for testing in grades 1 - 6.

First grade:
  Day 1 - Reading vocabulary
  Day 2 - Reading comprehension
  Day 3 - Math computation
  Day 4 - Math concepts and problems

Second and third grades:
  Day 1 - Reading
  Day 2 - Math computation
  Day 3 - Math concepts and problems

Fourth and fifth grades:
  No specific schedule was prescribed.

Sixth grade:
  Day 1 - Reading OR math
  Day 2 - (The other test)

TESTING "HOTLINE" NUMBER:

458-1227

CALL THIS NUMBER FOR ANSWERS TO YOUR UNANSWERED QUESTIONS.

DOES EVERYONE HAVE TO TAKE THE TEST?

No. But there are only two reasons why a student in grades 4, 5, and 6 may be excused from taking the C.A.T. tests:

- The student spends more than an hour a day in the special education resource room or he or she is in the self-contained special education room.
- The student has transferred into AISD during the last year from a school district where the majority of his instruction was in a language other than English.

If you have students in your room who are in either of the above two groups, you and your counselor or principal should make arrangements for them to be supervised elsewhere during the testing periods.

WHAT SHOULD I DO WITH EXEMPTED STUDENTS' ANSWER SHEETS?

Exempted students' answer sheets must be turned back in to O.R.E.

You must identify these exempted students' answer sheets in the following manner:

The Special Code Z (bottom right hand area on page 1 of the answer sheets) should be bubbled in as:

"1" - if the student met the special education exemption category.

"2" - if the student met the foreign language exemption category.

IT IS VERY IMPORTANT THAT THIS SPECIAL CODE Z BE BUBBLED IN ON ALL STUDENTS' ANSWER SHEETS WHO WERE EXEMPTED FROM THE TESTING!

MAY I TEST A STUDENT WHO COULD BE EXEMPTED?

The exemption categories were established to provide a uniform policy for exempting students for whom the testing would probably be a devastating experience.

If you believe, however, that there is some value in testing this particular student, you certainly may do so.

HOWEVER, YOU MUST bubble in the Special Code Z on page 1 of the student's answer sheet as you would if this student had not taken the test and you had applied the exemption category which applies.

YOU MUST ALSO score this student's test yourself and record the scores in your own records. (You will find the answers in the back of the Examiner's Manual.)

You must return the answer sheet to O.R.E. O.R.E. will not re-score this student's answer sheet. His or her scores will not be included in your class's or school's test score printouts.

Figure A-1-17 (continued)

HOW DO I USE THE "SPECIAL CIRCUMSTANCES LOG"?

You should be alert during the testing periods to notice any unusual student behaviors which may cause invalid student test scores.

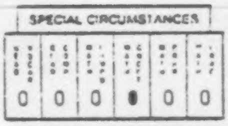
These behaviors should be recorded on a Special Circumstances Log which is in your testing packet. The following examples should illustrate the use of this log.

SPECIAL CIRCUMSTANCES LOG

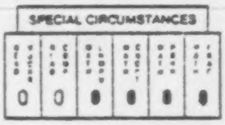
Proctor: Glynn Martin SCHOOL: Jackson

STUDENT	TEST(S)	SPECIAL CIRCUMSTANCES
Angela Sanchez	Math Basic Concepts	Broke her glasses. Can't read well.
John Burgess	All math sections	Unknown problem, but has been moody and silent for 2 days.
Susan Howard	Reading vocabulary	Looked on Mary White's answer sheet.
Joe Hester	Reading vocabulary	Marked all answer A's on this section.

Below are some examples of how the above information should be coded on page 1 of the students' answer sheets:


SPECIAL CIRCUMSTANCES
0
0
0
0
0

Angela Sanchez


SPECIAL CIRCUMSTANCES
0
0

John Burgess

All these students' scores will be flagged with an asterisk (*) when they come back to the schools and will be noted as "possibly invalid scores."

Her? Oh, she just finished the C.A.T. testing and the makeups and the teacher codes and the special circumstances codes and the special code Z's and the . . . .

WHAT IF A STUDENT TAKES NONE OF THE TESTS?

If a student does not take ANY of the C.A.T. tests, you should bubble in Special Code Z on his answer sheet as "0".

All your answer sheets must be returned to O.R.E., including the answer sheets of students who took none of the tests.

WHAT IF AN ANSWER SHEET IS TORN OR DAMAGED?

WHAT IF THE INFORMATION ON THE ANSWER SHEET IS WRONG?

WHAT IF O.R.E. DID NOT MAKE AN ANSWER SHEET FOR A STUDENT?

In all these cases, you must make a new answer sheet for your students. You can obtain a blank answer sheet from either your principal or counselor.

When making up new answer sheets, you must fill in and bubble all the information shown in the figure below. There are nine fields.

Do not "change" any preprinted information. The computer will not be able to understand this correction. If there are any problems at all with an answer sheet, a whole new answer sheet must be made.

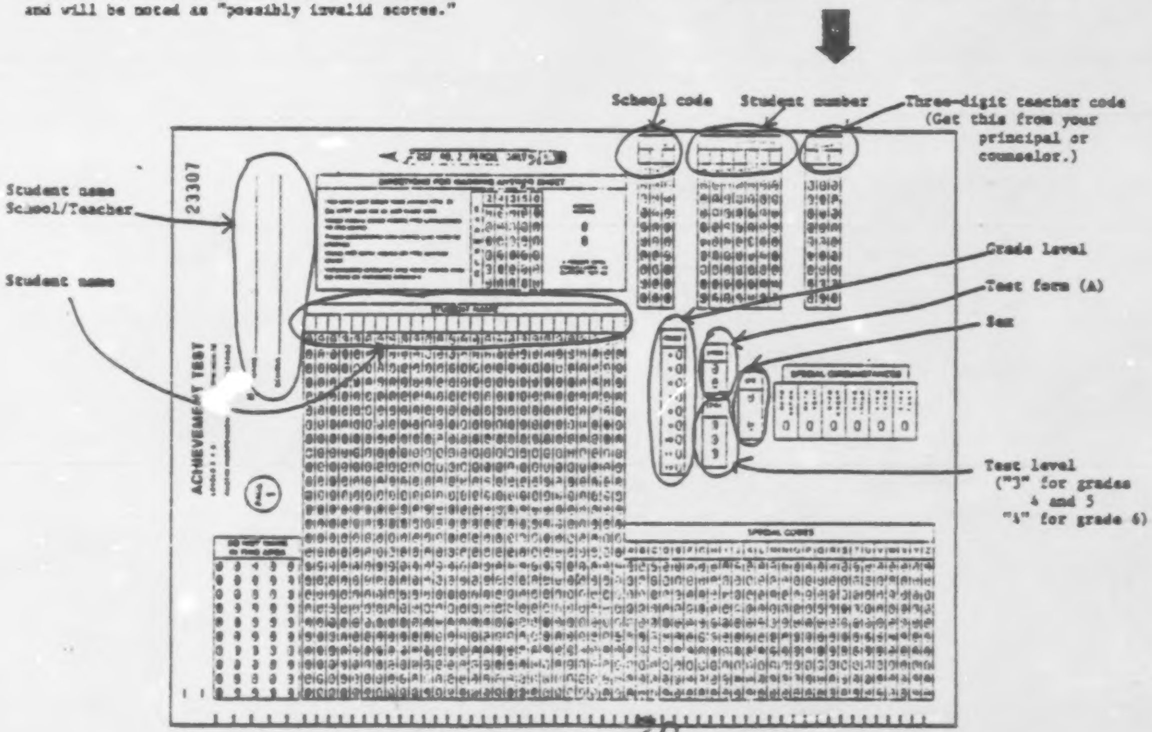

School code
Student number
Three-digit teacher code
(Get this from your principal or counselor.)
Student name
School/Teacher
Student name
Grade level
Test form (A)
Sex
Test level
("3" for grades 4 and 5
"4" for grade 6)
23307
ACHIEVEMENT TEST
SPECIAL CIRCUMSTANCES
SPECIAL CODES

Figure A-1-18

EXAMPLE OF SPECIAL CIRCUMSTANCES LOG USED IN JR. HIGH SCHOOLS

SPECIAL CIRCUMSTANCES LOG

PROCTOR:____________________ SCHOOL:____________________

STUDENT	TEST(S)	SPECIAL CIRCUMSTANCES

FILE IN JUNIOR HIGH COUNSELORS' OFFICE.

Figure A-1-19

AVERAGE PERCENT CORRECT

1st GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

CAT Test	Skills Area	Average Percent Correct		"Gain" or "Loss"[1]
		1975-76	1976-77	
Reading Vocabulary	Sentence-Picture Association	98%	98%	0
	Beginning Sounds	81%	81%	0
	Ending Sounds	88%	88%	0
	Letter Recognition	96%	96%	0
	Word Form	87%	86%	-1
	Picture-Word Association	74%	74%	0
	Word Recognition	82%	82%	0
	Words in Context	46%	46%	0
Math Computation	Addition-Vertical Format	79%	79%	0
	Subtraction-Vertical Format	68%	70%	+2
	Addition-Horizontal Format	76%	84%	+6
	Subtraction-Horizontal Format	65%	84%	+19
Math Concepts	Math Concepts[2]	71%	70%	-1
Math Problems	Math Problems[2]	67%	66%	-1

---

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

[2] None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

Figure A-1-20

AVERAGE PERCENT CORRECT

2nd GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

CAT Test	Skills Area	Average Percent Correct 1975-76	Average Percent Correct 1976-77	"Gain" or "Loss"[1]
Reading Vocabulary	Word Recognition	88%	89%	+1
	Words in Context	66%	68%	+2
Reading Comprehension	Alphabetizing	50%	52%	+2
	Table of Contents & Index	53%	56%	+3
	Facts, Interpretation, Generalization, and Inference	60%	63%	+3
Math Computation	Addition	86%	86%	no change
	Subtraction	82%	83%	+1
	Multiplication	52%	61%	+9
	Division	36%	49%	+13
Math Concepts	Math Concepts[2]	68%	70%	+2
Math Problems	Math Problems[2]	54%	56%	+2

---

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

[2] None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

Figure A-1-21

AVERAGE PERCENT CORRECT

3rd GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

CAT Test	Skills Area	Average Percent Correct		"Gain" or "Loss"[1]
		1975-76	1976-77	
Reading Vocabulary	Word Recognition	93%	94%	+1
	Words in Context	78%	80%	+2
Reading Comprehension	Alphabetizing	64%	64%	no change
	Table of Contents & Index	66%	67%	+1
	Facts, Interpretation, Generalization, and Inference	75%	76%	+1
Math Computation	Addition	91%	92%	+1
	Subtraction	89%	90%	+1
	Multiplication	85%	88%	+3
	Division	71%	79%	+8
Math Concepts	Math Concepts[2]	79%	80%	+1
Math Problems	Math Problems[2]	67%	69%	+2

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

[2] None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

Figure A-1-22

AVERAGE PERCENT CORRECT

4th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

CAT Test	Skills Area	Average Percent Correct		"Gain" or "Loss"[1]
		1975-76	1976-77	
Reading Comprehension	Reference Skills	74%	77%	+3
	Facts	68%	70%	+2
	Interpretation	55%	58%	+3
	Relations	33%	34%	+1
	Generalization	39%	40%	+1
	Inference	42%	44%	+2
Math Computation	Addition of Integers	75%	76%	+1
	Subtraction of Integers	70%	71%	+1
	Multiplication of Integers	54%	58%	+4
	Division of Integers	40%	44%	+4
	Addition of Fractions	35%	35%	0
	Subtraction of Fractions	44%	45%	+1
	Multiplication of Fractions	16%	16%	0
	Division of Fractions	22%	24%	+2
Math Problems	Addition	53%	55%	+2
	Subtraction	60%	62%	+2
	Multiplication	39%	40%	+1
	Division	44%	47%	+3

---

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

Figure A-1-23

AVERAGE PERCENT CORRECT

5th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1975-76 and 1976-77

CAT Test	Skills Area	Average Percent Correct		"Gain" or "Loss"[1]
		1975-76	1976-77	
Reading Comprehension	Reference Skills	82%	82%	0
	Facts	77%	77%	0
	Interpretation	65%	66%	+1
	Relations	39%	40%	+1
	Generalization	47%	47%	0
	Inference	48%	49%	+1
Math Computation	Addition of Integers	82%	83%	+1
	Subtraction of Integers	79%	80%	+1
	Multiplication of Integers	69%	71%	+2
	Division of Integers	56%	58%	+2
	Addition of Fractions	46%	47%	+1
	Subtraction of Fractions	55%	56%	+1
	Multiplication of Fractions	24%	25%	+1
	Division of Fractions	28%	31%	+3
Math Problems	Addition	63%	64%	+1
	Subtraction	70%	70%	0
	Multiplication	49%	49%	0
	Division	55%	56%	+1

---

[1] The "Gain" or 'Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

Figure A-1-24

AVERAGE PERCENT CORRECT

6th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1974-75 THROUGH 1976-77

CAT Test	Skills Area	Average Percent Correct			"Gain" or "Loss"[1]	
		1974-75	1975-76	1976-77	1974-75 to 1976-77	1975-76 to 1976-77
Reading Comprehension	Reference Skills	69%	73%	73%	+4	no change
	Facts	58%	62%	62%	+4	no change
	Interpretation	43%	46%	46%	+3	no change
	Relations	40%	43%	42%	+2	-1
	Generalizations	31%	33%	33%	+2	no change
	Inference	53%	56%	57%	+4	+1
Math Computation	Addition of Integers and Fractions	40%	47%	47%	+7	no change
	Subtraction of Integers and Fractions	45%	53%	53%	+8	no change
	Multiplication of Integers and Fractions	35%	41%	44%	+9	+3
	Division of Integers and Fractions	25%	30%	35%	+10	+5
Math Problems	Subtraction	37%	43%	38%	+1	-5
	Multiplication	37%	42%	42%	+5	no change
	Division	26%	31%	29%	-3	-2

---

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

Figure A-1-25

AVERAGE PERCENT CORRECT

7th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1974-75 THROUGH 1976-77

CAT Test	Skills Area	Average Percent Correct			"Gain" or "Loss"[1]	
		1974-75	1975-76	1976-77	1974-75 to 1976-77	1975-76 to 1976-77
Reading Comprehension	Reference Skills	75%	76%	76%	+1	no change
	Facts	65%	66%	66%	+1	no change
	Interpretation	51%	52%	51%	no change	-1
	Relations	47%	47%	47%	no change	no change
	Generalization	37%	38%	38%	+1	no change
	Inference	61%	61%	61%	no change	no change
Math Computation	Addition of Integers and Fractions	48%	54%	54%	+6	no change
	Subtraction of Integers and Fractions	53%	58%	59%	+6	+1
	Multiplication of Integers and Fractions	45%	49%	50%	+5	+1
	Division of Integers and Fractions	34%	39%	43%	+9	+4
Math Problems	Subtraction	47%	48%	44%	-3	-4
	Multiplication	46%	47%	47%	+1	no change
	Division	35%	37%	36%	+1	-1

---

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

Figure A-1-26

AVERAGE PERCENT CORRECT

8th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
1974-75 THROUGH 1976-77

CAT Test	Skills Area	Average Percent Correct			"Gain" or "Loss"[1]	
		1974-75	1975-76	1976-77	1974-75 to 1976-77	1975-76 to 1976-77
Reading Comprehension	Reference Skills	80%	81%	80%	no change	-1
	Facts	70%	71%	73%	+3	+2
	Interpretation	57%	59%	59%	+2	no change
	Relations	53%	54%	54%	+1	no change
	Generalization	42%	43%	43%	+1	no change
	Inference	67%	67%	69%	+2	+2
Math Computation	Addition of Integers and Fractions	59%	61%	62%	+3	+1
	Subtraction of Integers and Fractions	67%	64%	66%	-1	+2
	Multiplication of Integers & Fractions	56%	58%	60%	+4	+2
	Division of Integers and Fractions	46%	49%	52%	+6	+3
Math Problems	Subtraction	55%	56%	51%	-4	-5
	Multiplication	55%	56%	57%	+2	+1
	Division	43%	45%	44%	+1	-1

---

[1] The "Gain" or "Loss" is computed as average percent correct in 1976-77 - average percent correct in 1975-76.

APPENDIX A
CALIFORNIA ACHIEVEMENT TEST

Part 2
(Evaluation Question 1-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 1-2, stated below:

> In which basic skills areas is student achievement the lowest? In which is it the highest?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the "average percent correct" computations for each of the CAT skills areas, based on the 1976-77 administration. Inherent differences in the difficulty levels exist among the test items in the different skills. To adjust for these varying differences, the basis for comparing achievement among the skills is the differences between the districtwide average percent correct and the norming group average percent correct.

Within each grade and for each CAT test, a rank ordering of these differences for the component skills provides the information that is needed to identify the skills with the lowest achievement and with the highest achievement.

An explanation can be provided for why the average percent correct, rather than the median percent correct is utilized in this part of the appendix.

The median statistic is typically used in this report. However, it was noted above that in order to adjust for different difficulties in the various skills areas, the difference in the districtwide average percent correct and the national norming sample average percent correct was utilized. The characteristics of the median statistic and the mean statistic are different in some respects, and a combination of the two might have created some problems in interpreting the results. Since the publisher provides only average percent correct statistics, it was decided to summarize the districtwide data in this same manner.

FINDINGS:

Figures A-2-1 through A-2-8 detail the specific results by grade for Grades 1-8. Because of the large amount of detail, these results cannot be verbally summarized in any convenient manner. Interested AISD personnel are encouraged to inspect these tables on their own.

Figure A-2-1

AVERAGE PERCENT CORRECT

1st GRADE SKILLS AREAS [1]
CALIFORNIA ACHIEVEMENT TESTS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		DIFFERENCE
		Districtwide	National Norm	
Reading Vocabulary	Sentence-Picture Association	98%	97%	+1
	Beginning Sounds	81%	72%	+9
	Ending Sounds	88%	76%	+12
	Letter Recognition	76%	89%	+7
	Word Form	86%	74%	+12
	Picture-Word Association	74%	62%	+12
	Word Recognition	82%	70%	+12
	Words in Context	46%	37%	+9
Math Computation	Addition-Vertical Format	79%	70%	+9
	Subtraction-Vertical Format	70%	54%	+16
	Addition-Horizontal Format	84%	60%	+24
	Subtraction-Horizontal Format	84%	48%	+40
Math Concepts	Math Concepts [2]	70%	64%	+6
Math Problems	Math Problems [2]	66%	55%	+11

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

[2] None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

Figure A-2-2

AVERAGE PERCENT CORRECT

2nd GRADE SKILLS AREAS [1]
CALIFORNIA ACHIEVEMENT TESTS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		DIFFERENCE
		Districtwide	National Norms	
Reading Vocabulary	Word Recognition	89%	83%	+6
	Words in Context	68%	62%	+6
Reading Comprehension	Alphabetizing	52%	41%	+11
	Table of Contents & Index	56%	50%	+6
	Facts, Interpretation, Generalization, and Inference	63%	56%	+7
Math Computation	Addition	86%	84%	+2
	Subtraction	83%	79%	+4
	Multiplication	61%	47%	+14
	Division	49%	35%	+14
Math Concepts	Math Concepts[2]	70%	67%	+3
Math Problems	Math Problems[2]	56%	52%	+4

[1] The Difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

[2] None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4- 6 of this appendix, it is reported here as a "skill area".

Figure A-2-3

AVERAGE PERCENT CORRECT

3rd GRADE SKILLS AREAS [1]
CALIFORNIA ACHIEVEMENT TESTS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		DIFFERENCE
		Districtwide	National Norm	
Reading Vocabulary	Word Recognition	94%	89%	+5
	Words in Context	80%	77%	+3
Reading Comprehension	Alphabetizing	64%	53	+11
	Table of Contents & Index	67%	66%	+1
	Facts, Interpretation, Generalization, and Inference	76%	74%	+2
Math Computation	Addition	92%	92%	0
	Subtraction	90%	89%	+1
	Multiplication	88%	82%	+6
	Division	79%	66%	+13
Math Concepts	Math Concepts[2]	80%	80%	0
Math Problems	Math Problems[2]	69%	67%	+2

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

[2] None of the separate skills in this test could be reported since no data exist separately identifying the results for each of these skills. However, since this test is not reported as a separate entity in Parts 4-6 of this appendix, it is reported here as a "skill area".

Figure A-2-4

AVERAGE PERCENT CORRECT

4th GRADE SKILLS AREAS[1]
CALIFORNIA ACHIEVEMENT TESTS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		DIFFERENCE
		Districtwide	National Norm	
Reading Comprehension	Reference Skills	77%	74%	+3
	Facts	70%	70%	0
	Interpretation	58%	57%	+1
	Relations	34%	34%	0
	Generalization	40%	40%	0
	Inference	44%	41%	+3
Math Computation	Addition of Integers	76%	76%	0
	Subtraction of Integers	71%	72%	-1
	Multiplication of Integers	58%	58%	0
	Division of Integers	44%	42%	+2
	Addition of Fractions	35%	35%	0
	Subtraction of Fractions	45%	42%	+3
	Multiplication of Fractions	16%	16%	0
	Division of Fractions	24%	22%	+2
Math Problems	Addition	55%	55%	0
	Subtraction	62%	63%	-1
	Multiplication	40%	42%	-2
	Division	42%	4[illegible]%	0

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure A-2-5

AVERAGE PERCENT CORRECT

5th GRADE SKILLS AREAS[1]
CALIFORNIA ACHIEVEMENT TESTS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		DIFFERENCE
		Districtwide	National Norm	
Reading Comprehension	Reference Skills	82%	80%	+1
	Facts	77%	77%	0
	Interpretation	66%	66%	0
	Relations	40%	42%	-2
	Generalization	47%	48%	-1
	Inference	49%	49%	0
Math Computation	Addition of Integers	83%	82%	+1
	Subtraction of Integers	80%	80%	0
	Multiplication of Integers	71%	74%	-3
	Division of Integers	58%	62%	-4
	Addition of Fractions	47%	49%	-2
	Subtraction of Fractions	56%	58%	-2
	Multiplication of Fractions	25%	28%	-3
	Division of Fractions	31%	30%	+1
Math Problems	Addition	64%	65%	-1
	Subtraction	70%	72%	-2
	Multiplication	49%	53%	-4
	Division	56%	59%	-3

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure A-2-6

AVERAGE PERCENT CORRECT
6th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TEST
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Areas	Average Percent Correct		Difference[1]
		Districtwide	National Norm	
Reading Comprehension	Reference Skills	73%	73%	0
	Facts	62%	62%	0
	Interpretation	46%	45%	+1
	Relations	42%	43%	-1
	Generalizations	33%	33%	0
	Inference	57%	58%	-1
Math Computation	Addition of Integers and Fractions	47%	51%	-4
	Subtraction of Integers and Fractions	53%	55%	-2
	Multiplication of Integers and Fractions	44%	45%	-1
	Division of Integers and Fractions	35%	34%	+1
Math Problems	Subtraction	38%	40%	-2
	Multiplication	42%	41%	+1
	Division	29%	31%	-2

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure A-2-7

AVERAGE PERCENT CORRECT
7th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TESTS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		Difference[1]
		Districtwide	National Norm	
Reading Comprehension	Reference Skills	76%	78%	-2
	Facts	66%	67%	-1
	Interpretation	51%	49%	+2
	Relations	47%	48%	-1
	Generalization	38%	37%	+1
	Inference	61%	64%	-3
Math Computation	Addition of Integers and Fractions	54%	59%	-5
	Subtraction of Integers and Fractions	59%	60%	-1
	Multiplication of Integers and Fractions	50%	51%	-1
	Division of Integers and Fractions	43%	42%	+1
Math Problems	Subtraction	44%	46%	-2
	Multiplication	47%	48%	-1
	Division	36%	38%	-2

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure A-2-8

AVERAGE PERCENT CORRECT
8th GRADE SKILLS AREAS
CALIFORNIA ACHIEVEMENT TEST
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

CAT Test	Skills Area	Average Percent Correct		Difference[1]
		Districtwide	National Norm	
Reading Comprehension	Reference Skills	80%	81%	-1
	Facts	73%	73%	0
	Interpretation	59%	58%	+1
	Relations	54%	5[illegible]%	0
	Generalization	43%	41%	+2
	Inference	69%	69%	0
Math Computation	Addition of Integers and Fractions	62%	64%	-2
	Subtraction of Integers and Fractions	66%	66%	0
	Multiplication of Integers & Fractions	60%	60%	0
	Division of Integers and Fractions	52%	52%	0
Math Problems	Subtraction	51%	53%	-2
	Multiplication	57%	56%	+1
	Division	44%	47%	-3

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

APPENDIX A
CALIFORNIA ACHIEVEMEMT TESTS

Part 3
(Evaluation Question 1-3)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 1-3, stated below:

> How does Austin achievement in the basic skills areas compare with nationwide achievement in these areas?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the difference between the "average percent correct" for AISD students, for each skills area, and the "average percent correct" for students in the national norming sample for this same skills area. This difference is computed as AISD average percent correct - national norming sample average percent correct. Positive differences reflect superior achievement by AISD students, and negative differences reflect superior achievement by national norming sample students.

The method of analysis involves an inspection of these differences and a summary of where AISD strengths and weaknesses are in relation to the national norming sample.

FINDINGS:

Figures A-2-1 through A-2-8 in the preceeding part of this appendix detail the differences between AISD students and national norming students for each skills area for each of grades 1-8.

Because of the large amount of detail, these results cannot be verbally summarized in any useful manner. Interested AISD personnel are encouraged to inspect these tables on their own.

Appendix A
California Achievement Tests

Part 4
(Evaluation Question 2-1)

PURPOSE:

The purpose of Part 4 of this appendix is to provide information to answer Evaluation Question 2-1, stated below:

> How does student achievement in the general curriculum areas (reading, mathematics, English, etc.) compare with student achievement in these curriculum areas during the last year and during previous years?

PROCEDURE:

Data Collection. The method of data collection and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. Two different methods of analysis are described below.

The first general analysis method is a descriptive one. The district-wide median percentile scores, by grade, were computed for each of the CAT tests that were administered during the 1972-73 school year and during each succeeding year through the current (1976-77) school year.

The difference between the 1975-76 median percentile score and the 1976-77 median percentile score, for a given CAT test and grade, serves as a basis for comparison of student achievement last year and student achievement this year. An indication of long range improvement, from 1973-74 to the current year, is provided by considering the difference between the 1973-74 median percentile score and the 1976-77 median percentile score. (1973-74 was the first year during which the CAT test levels administered to the various grades were the same as they are now.)

Two different summarizing procedures were then utilized, to reduce this data to more useful forms. The first summarizing procedure involves the computing of the median of the 1976-77/1975-76 median percentile differences, across different grades, for each CAT test. The median of these differences, for the different CAT tests, provides a means of ranking each of the CAT achievement areas according to the amount of improvement that has occurred since last year (short range improvement).

These median differences are computed, for each CAT test, across all of Grades 1-8. They are also computed separately, across Grades 1-6 only, and across Grades 7-8 only. These additional computations provide the same type of information on short range improvement. However, they provide the information separately for the Department of Elementary Education and for the Department of Secondary Education.

Finally, the medians of the 1973-74/1976-77 median percentile differences for each CAT test across Grades 1-8, across Grades 1-6, and across Grades 7-8 were computed. These median differences provided the same information as was discussed above, except for long range improvements.

The second summarizing procedure is similar to the first one, except that in this case the summary is obtained by collapsing across all of the CAT tests. In this type of summarizing procedure, the median differences provide a means of ranking each of Grades 1-8 according to the amount of improvement that has occurred since last year (if 1975-76/1976-77 differences are considered) or for long range improvement (if 1973-74/1976-77 differences are considered).

The second general analysis method involves only those students who participated in the CAT testing during the current year and during previous years. This method allows for a consideration of whether students have improved over the past year or years. The method is sometimes referred to as "cohort" analyses, but in this appendix the term "tracking group" analyses will be utilized.

Thirteen tracking groups were defined. A list of these tracking groups, and their definitions, are provided in Figure A-4-31.

For each of these tracking groups the median percentile scores, for each CAT test, were computed for each year for which the CAT was administered to that tracking group. A plotting of these median percentile points provides an assessment of the amount of improvement which is occurring over the years.

An analysis of only the median score for an entire tracking group can sometimes mask unexpected strengths and weaknesses. One particular such possibility is investigated by additional analyses. For each tracking group, and for each of the CAT tests, all tracking group members were separated into a "high achieving" subgroup and a "low achieving" subgroup. The "high achieving" subgroup consists of students whose scores on the earliest-administered CAT test were above the tracking group median. The "low achieving" subgroup consists of all other members of the tracking group.

The medians for these two subgroups, for 1976-77 and for all other years for which CAT data was available, were compared to determine if (1) the trends for the two subgroups were different and if (2) the trends for either or both of the two subgroups were different from the trends for the entire tracking group.

FINDINGS (OTHER THAN FOR TRACKING GROUPS):

What changes in the Reading Total and the Math Total median percentile scores have occurred since 1973-74, for comparable grades? Figures A-4-17 through A-4-22 display the specific changes, by grade and by test. Figures A-4-23 through A-4-26 present a graphic display of these changes. Figures A-4-27 and A-4-28 present a concise summary of these changes. An inspection of these figures reveals the following facts:

- Long range improvement (since 1973-74) has occurred in all grades for the Math Total, and in all grades but Grades 6 and 8 for the Reading Total. (A decline of 1 percentile point from 1973-74 to 1976-77 occurred at these grades.)
- Short range improvement (since 1975-76) was considerably less. In four grades, there was no change in Math Total median scores from last year to the current year. The same "no change" circumstances also occurred in four grades for the Reading Total. Also, there was a decline of 2 percentile points in the Reading Total median percentile, over the past year at Grade 7.
- Long range improvement in the Math Total was consistently higher than long range improvement in the Reading Total, for all eight grades.
- Short range improvement in Math Total and in Reading Total were more similar. In the elementary grades, Reading Total short range improvement was slightly higher than was Math Total short range improvement. In the junior high grades, Math Total short range improvement was higher than was Reading Total short range improvement.
- The relatively lesser amount of short term and long term improvement in Reading Total is, for the most part, due to declining achievement or no changes in achievement that is occurring in Grades 6-8.

In summary, the overall achievement in the district is still superior to achievement of a few years ago, more so in mathematics than in reading and more so at the elementary level than at the junior high level. However, the rate of improvement is less than it was previously, and for many grades there has been no improvement over last year's achievement level in either Mathematics and/or in Reading.

What changes in the Reading Vocabulary and the Reading Comprehension median percentile scores have occurred since 1973-74, for comparable grades? Figures A-4-17 A 4-18, A-4-27, and A-4-28 display the data relevant to this question. An inspection of these figures reveals the following facts:

- Only at Grades 2 and 4 did long range improvements occur in both subtests. At Grade 7 some long term improvement occurred, in Reading Comprehension only. For Grades 6-8, a drop from the median percentile scores in 1973-74 occurred for both subtests.

- Short range improvement in each of these two subtests is characterized by no change in four of the grades, a drop in one grade, and improvement in the remaining grades.

- Both Reading Vocabulary and Reading Comprehension appear to be roughly identical with regard to both long range changes and short range changes.

- The minimal amount of overall improvement in Reading Vocabulary and Reading Comprehension is due to declining or no achievement or no change in achievement in Grades 6-8 overall performance in Grades 1-5 is much superior.

What changes in the Math Computation and Math Concepts & Problems median percentile scores have occurred since 1973-74, for comparable grades? Figures A-4-20, A-4-21, A-4-27, and A-4-28 present a concise summary of the relevant data. An inspection of these figures reveals the following facts:

- A considerable amount of long range improvement has occurred for both subtests. The greatest amount of long range improvement for both subtests is occurring at the lower grades. The amount of improvement lessens, for the most part, with each higher grade.

- Short range improvement is also occurring for both subtests, usually to a lesser degree for the upper grades.

- The amount of long range improvement occurring in Math Computation is consistently higher than the amount of long improvement for Math Concepts & Problems. With one exception (at 4th Grade), this also holds for short range improvement.

What changes are occurring in the different grades for overall achievement, since 1973-74? Figures A-4-29 and A-4-30 display a summary of the results relevant to this question. An inspection of these figures reveals the following·

- Overall long range improvement across all CAT tests is occurring in all grades except in Grade 8. The amount of change in Grades 6 through 8 is less than the amount of change in the Grades 2 and 4. In each of Grades 6-8, there was a long range decline in at least one of the CAT subtests.

- Overall short range improvement across all CAT tests is less than overall long range improvement. There is no change in overall achievement at Grades 1, 3, 6, and 8. Overall achievement at Grade 7 has declined since 1975-76. Only for Grades 2, 4, and 5 was there any short range improvement in overall achievement.

FINDINGS (FOR TRACKING GROUPS):

The only tracking group analyses that were completed by publication time were for the two-year tracking groups (1st grade in 1975-76 and 2nd grade in 1976 77 etc.). The other analyses will be published in a supplemental report.

The results for these two-year tracking groups are detailed in Figures A-4-32 through A-4-37. Any comparison of these tracking group gains between CAT tests and between different tracking groups should be made with extreme caution. The most unusual consequence of the tracking group results is that tracking groups with a low median percentile score in 1975-76 tend to gain considerably during the following year, for that CAT test. Alternatively tracking groups with a high median percentile score in 1975 76 tend to gain only a little, or even lose, during the following year.

At least two possible explanations exist for this phenomenon:

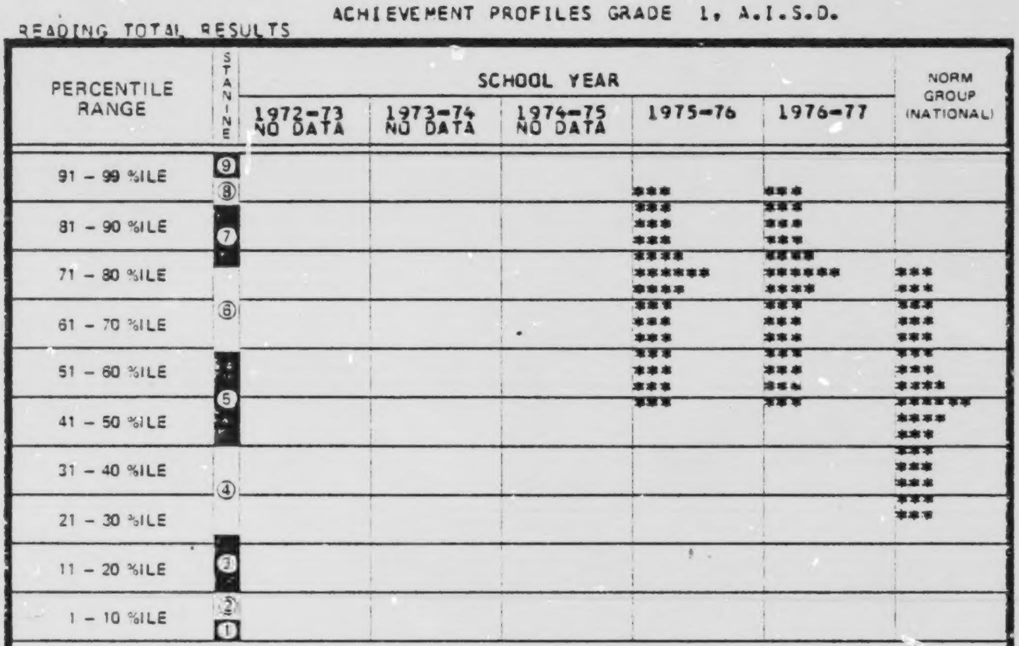
- It may be that the greatest improvement is occurring where it is most needed and that instruction in the Austin schools has deliberately been set to accomplishing this goal.
- Alternatively, it may be that what is observed here is only a consequence of the regression effect.

It is obvious that considerable study and additional analyses will be necessary before an adequate explanation of this phenomenon can be provided. Meanwhile, it is apparent that comparing gains for different tracking groups or for different STEP tests is quite risky because of the high correlation between gain and the 1975-76 median scores.

Figure A-4-1

ACHIEVEMENT PROFILES GRADE 1, A.I.S.D.

READING TOTAL RESULTS



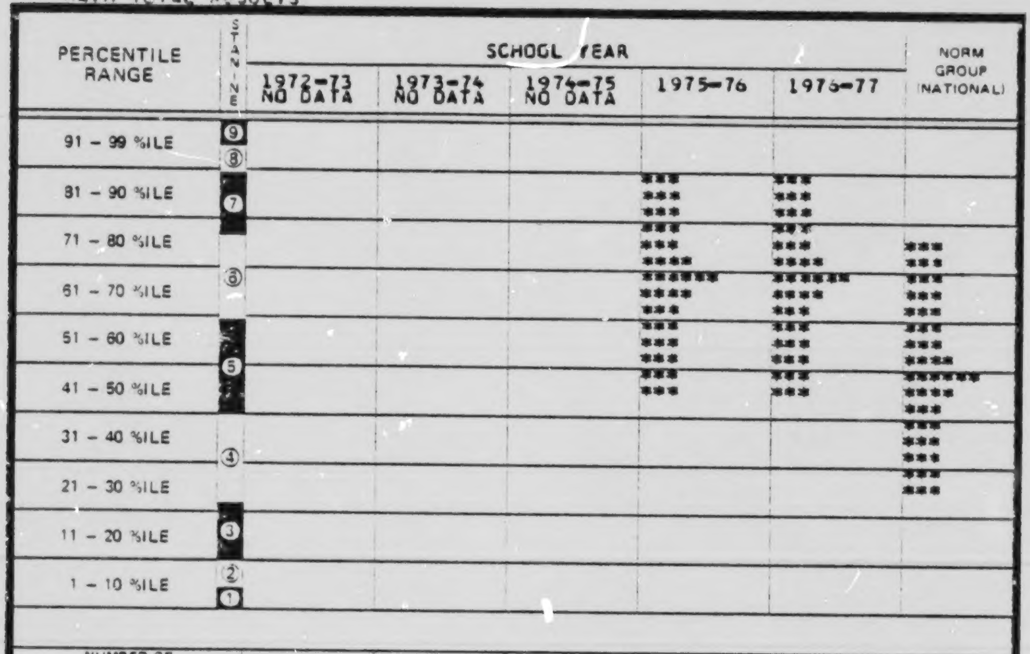
	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3995	4328	
3RD QUARTILE				91 %ILE	91 %ILE	75 %ILE
MEDIAN				75 %ILE	75 %ILE	50 %ILE
1ST QUARTILE				49 %ILE	49 %ILE	25 %ILE
READING VOCABULARY RESULTS						
NUMBER OF STUDENTS TESTED				4090	4402	
3RD QUARTILE				92 %ILE	91 %ILE	75 %ILE
MEDIAN				73 %ILE	75 %ILE	50 %ILE
1ST QUARTILE				50 %ILE	50 %ILE	25 %ILE
READING COMPREHENSION RESULTS						
NUMBER OF STUDENTS TESTED				3998	4339	
3RD QUARTILE				92 %ILE	91 %ILE	75 %ILE
MEDIAN				68 %ILE	68 %ILE	50 %ILE
1ST QUARTILE				38 %ILE	38 %ILE	25 %ILE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-2

ACHIEVEMENT PROFILES GRADE 1, A.I.S.D.

MATH TOTAL RESULTS



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				4046	4371	
3RD QUARTILE				88 %ILE	88 %ILE	75 %ILE
MEDIAN				70 %ILE	70 %ILE	50 %ILE
1ST QUARTILE				47 %ILE	45 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				4076	4384	
3RD QUARTILE				85 %ILE	85 %ILE	75 %ILE
MEDIAN				71 %ILE	71 %ILE	50 %ILE
1ST QUARTILE				48 %ILE	48 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

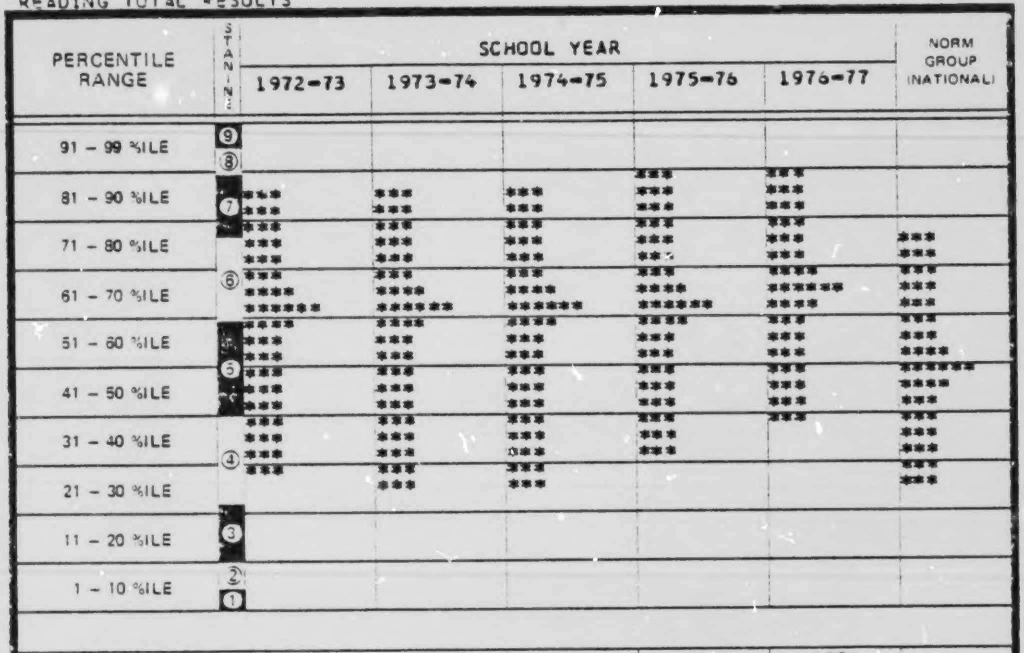
	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				4054	4381	
3RD QUARTILE				89 %ILE	89 %ILE	75 %ILE
MEDIAN				70 %ILE	67 %ILE	50 %ILE
1ST QUARTILE				43 %ILE	39 %ILE	25 %ILE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-3

ACHIEVEMENT PROFILES GRADE 2, A.I.S.D.

READING TOTAL RESULTS



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3968	3504	3954	3962	4054	
3RD QUARTILE	86 %ILE	86 %ILE	87 %ILE	88 %ILE	90 %ILE	75 %ILE
MEDIAN	62 %ILE	62 %ILE	63 %ILE	61 %ILE	65 %ILE	50 %ILE
1ST QUARTILE	28 %ILE	24 %ILE	27 %ILE	33 %ILE	40 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3994	3544	3981	3965	4062	
3RD QUARTILE	87 %ILE	84 %ILE	87 %ILE	82 %ILE	89 %ILE	75 %ILE
MEDIAN	58 %ILE	58 %ILE	62 %ILE	63 %ILE	68 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	26 %ILE	29 %ILE	31 %ILE	37 %ILE	25 %ILE

READING COMPREHENSION RESULTS

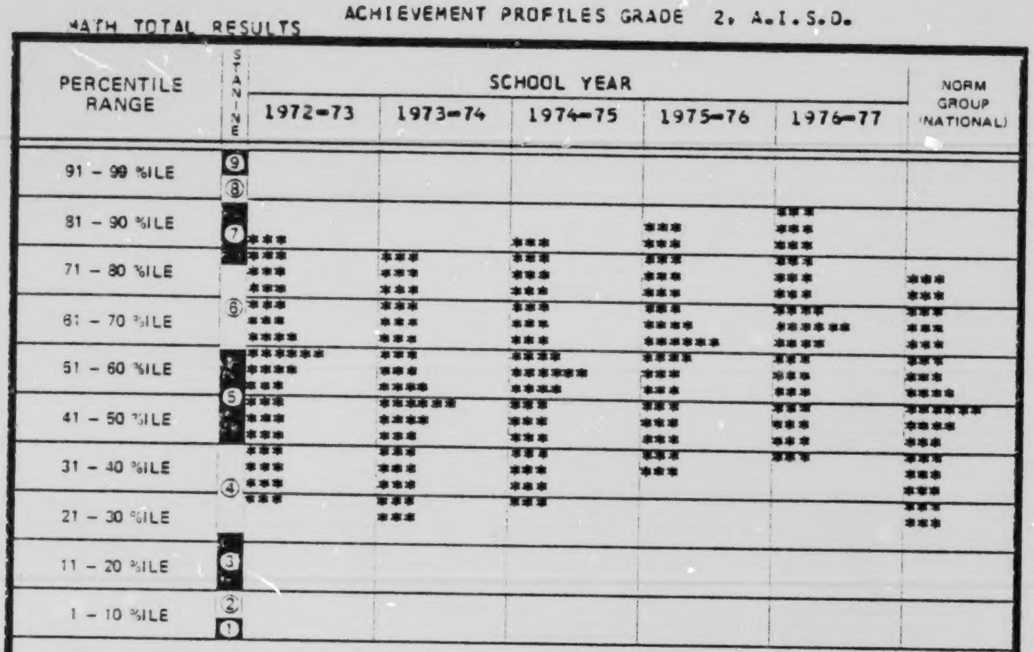
	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3973	3507	3972	3964	4062	
3RD QUARTILE	85 %ILE	86 %ILE	86 %ILE	86 %ILE	90 %ILE	75 %ILE
MEDIAN	59 %ILE	58 %ILE	61 %ILE	63 %ILE	65 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	28 %ILE	30 %ILE	28 %ILE	35 %ILE	25 %ILE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-4

MATH TOTAL RESULTS

ACHIEVEMENT PROFILES GRADE 2, A.I.S.D.



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3977	3561	3947	3942	4050	
3RD QUARTILE	83 %ILE	79 %ILE	81 %ILE	86 %ILE	88 %ILE	75 %ILE
MEDIAN	58 %ILE	50 %ILE	54 %ILE	62 %ILE	66 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	24 %ILE	28 %ILE	34 %ILE	38 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3983	3568	3969	3954	4067	
3RD QUARTILE	81 %ILE	77 %ILE	79 %ILE	88 %ILE	89 %ILE	75 %ILE
MEDIAN	55 %ILE	52 %ILE	54 %ILE	60 %ILE	67 %ILE	50 %ILE
1ST QUARTILE	32 %ILE	27 %ILE	29 %ILE	38 %ILE	38 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

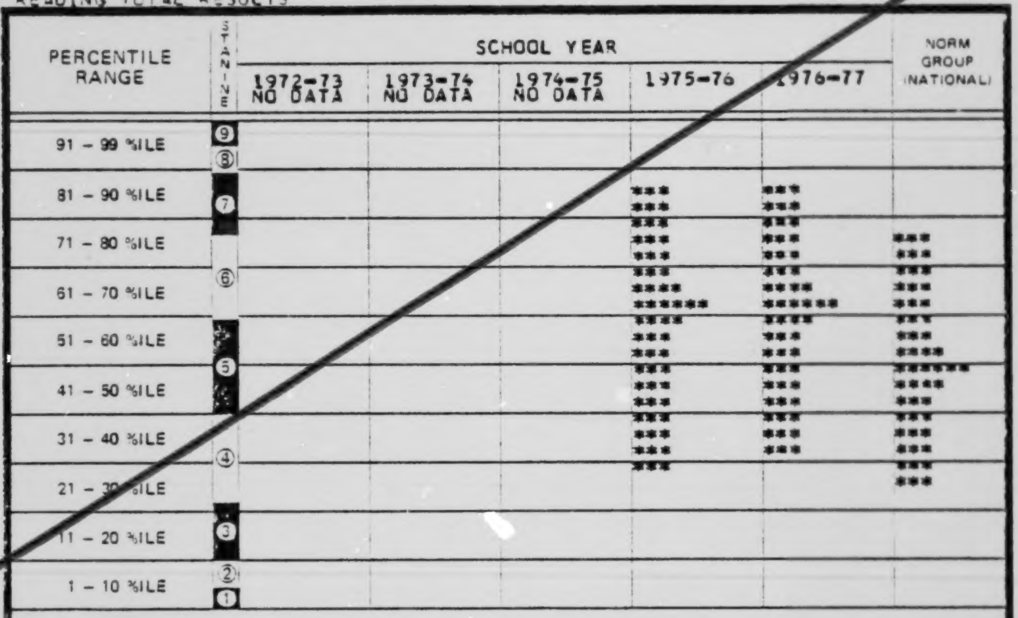
	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3987	3571	3952	3953	4051	
3RD QUARTILE	82 %ILE	79 %ILE	79 %ILE	79 %ILE	83 %ILE	75 %ILE
MEDIAN	57 %ILE	50 %ILE	52 %ILE	55 %ILE	60 %ILE	50 %ILE
1ST QUARTILE	28 %ILE	21 %ILE	24 %ILE	28 %ILE	31 %ILE	25 %ILE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-5

ACHIEVEMENT PROFILES GRADE 3, A.I.S.D.

READING TOTAL RESULTS



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3858	3797	
3RD QUARTILE				86 %ILE	86 %ILE	75 %ILE
MEDIAN				61 %ILE	61 %ILE	50 %ILE
1ST QUARTILE				30 %ILE	32 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3860	3799	
3RD QUARTILE				81 %ILE	81 %ILE	75 %ILE
MEDIAN				56 %ILE	56 %ILE	50 %ILE
1ST QUARTILE				30 %ILE	33 %ILE	25 %ILE

READING COMPREHENSION RESULTS

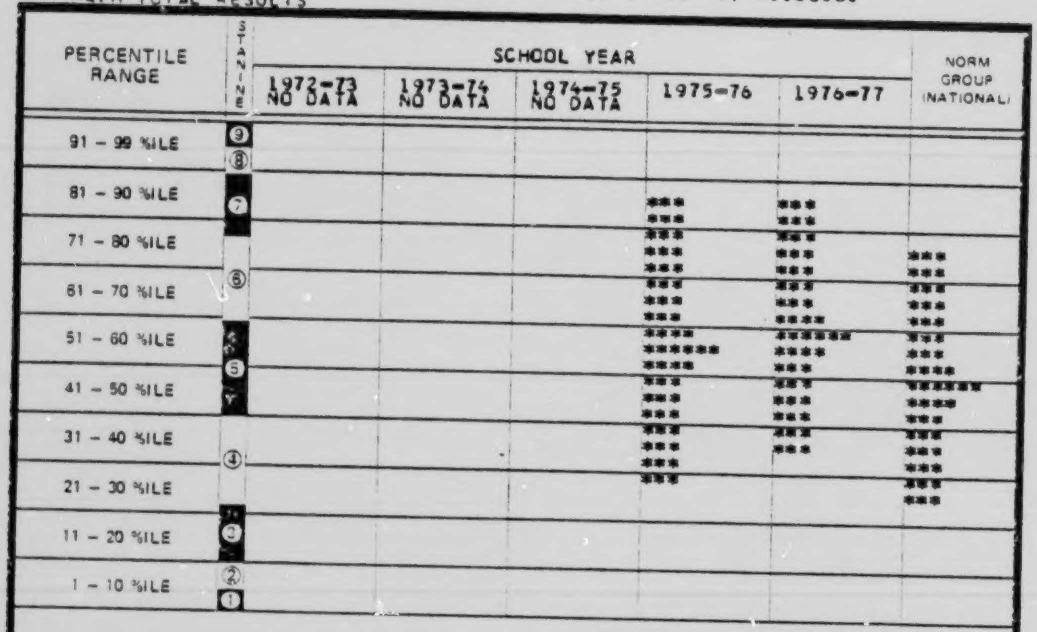
	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3859	3799	
3RD QUARTILE				85 %ILE	85 %ILE	75 %ILE
MEDIAN				60 %ILE	60 %ILE	50 %ILE
1ST QUARTILE				29 %ILE	32 %ILE	25 %ILE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-6

ACHIEVEMENT PROFILES GRADE 3, A.I.S.D.

MATH TOTAL RESULTS



	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3861	3794	
3RD QUARTILE				84 %ILE	84 %ILE	75 %ILE
MEDIAN				56 %ILE	59 %ILE	50 %ILE
1ST QUARTILE				30 %ILE	34 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3863	3798	
3RD QUARTILE				86 %ILE	92 %ILE	75 %ILE
MEDIAN				62 %ILE	67 %ILE	50 %ILE
1ST QUARTILE				33 %ILE	34 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

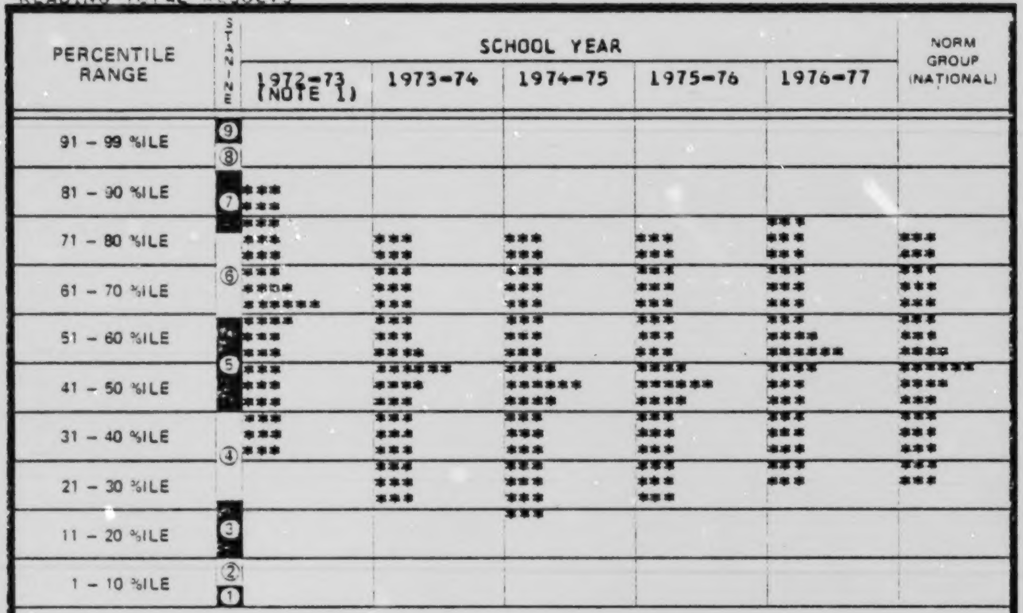
	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				3861	3796	
3RD QUARTILE				76 %ILE	76 %ILE	75 %ILE
MEDIAN				53 %ILE	53 %ILE	50 %ILE
1ST QUARTILE				25 %ILE	25 %ILE	25 %ILE

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-7

ACHIEVEMENT PROFILES GRADE 4, A.I.S.D.

READING TOTAL RESULTS



	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4303	4117	4469	3907	3754	
3RD QUARTILE	84 %ILE	75 %ILE	74 %ILE	74 %ILE	78 %ILE	75 %ILE
MEDIAN	62 %ILE	50 %ILE	45 %ILE	47 %ILE	52 %ILE	50 %ILE
1ST QUARTILE	31 %ILE	22 %ILE	18 %ILE	22 %ILE	26 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4307	4142	4478	3908	3757	
3RD QUARTILE	79 %ILE	76 %ILE	76 %ILE	77 %ILE	80 %ILE	75 %ILE
MEDIAN	63 %ILE	46 %ILE	46 %ILE	46 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	23 %ILE	19 %ILE	21 %ILE	24 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4303	4129	4476	3908	3755	
3RD QUARTILE	85 %ILE	76 %ILE	75 %ILE	77 %ILE	77 %ILE	75 %ILE
MEDIAN	62 %ILE	50 %ILE	47 %ILE	48 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	33 %ILE	25 %ILE	20 %ILE	23 %ILE	27 %ILE	25 %ILE

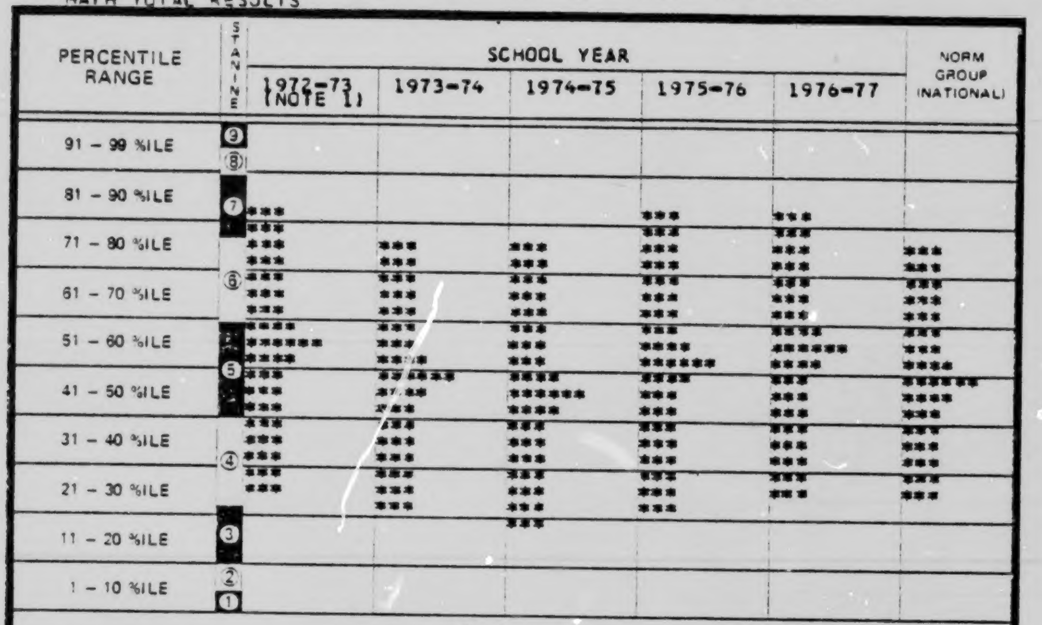
NOTE 1 - AN EASIER LEVEL OF THE TEST WAS ADMINISTERED IN 1972-73. THESE RESULTS ARE NOT COMPARABLE TO TEST RESULTS OF LATER YEARS.

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-8

ACHIEVEMENT PROFILES GRADE 4, A.I.S.D.

MATH TOTAL RESULTS



	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4305	4154	4353	3887	3739	
3RD QUARTILE	83 %ILE	76 %ILE	74 %ILE	82 %ILE	82 %ILE	75 %ILE
MEDIAN	55 %ILE	49 %ILE	46 %ILE	51 %ILE	56 %ILE	50 %ILE
1ST QUARTILE	27 %ILE	21 %ILE	18 %ILE	22 %ILE	27 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4305	4188	4360	3891	3744	
3RD QUARTILE	79 %ILE	78 %ILE	77 %ILE	86 %ILE	86 %ILE	75 %ILE
MEDIAN	59 %ILE	48 %ILE	48 %ILE	54 %ILE	58 %ILE	50 %ILE
1ST QUARTILE	26 %ILE	21 %ILE	18 %ILE	24 %ILE	27 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4307	4159	4446	3903	3750	
3RD QUARTILE	82 %ILE	75 %ILE	73 %ILE	77 %ILE	82 %ILE	75 %ILE
MEDIAN	58 %ILE	45 %ILE	41 %ILE	46 %ILE	51 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	22 %ILE	17 %ILE	20 %ILE	26 %ILE	25 %ILE

COMMENTS

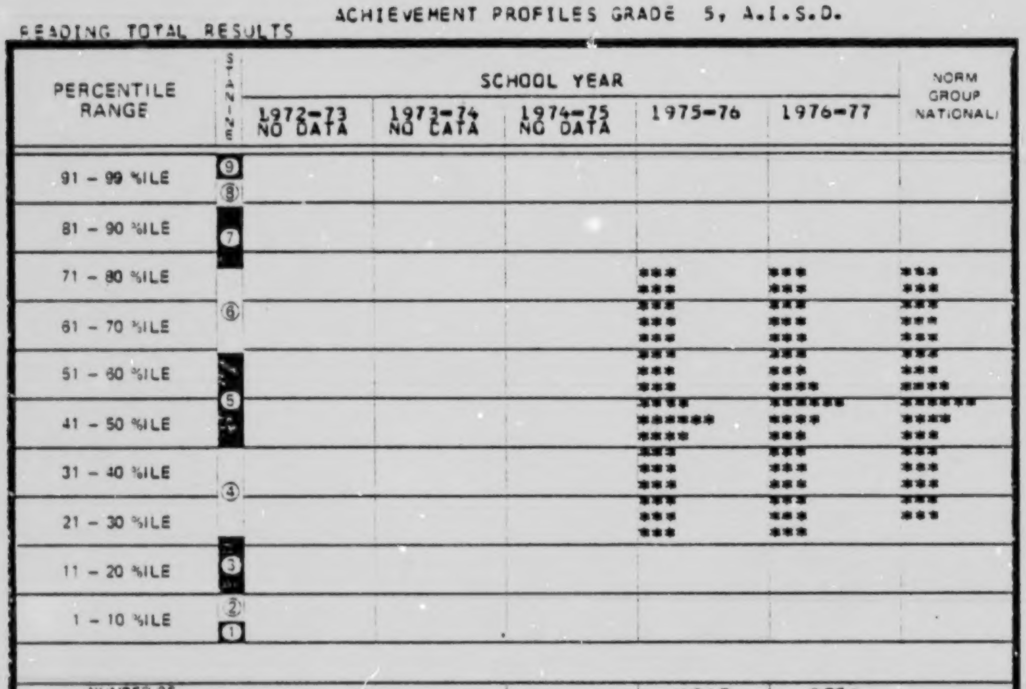
NOTE 1 - AN EASIER LEVEL OF THE TEST WAS ADMINISTERED IN 1972-73. THESE TEST RESULTS ARE NOT COMPARABLE TO TEST RESULTS OF LATER YEARS.

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-9

ACHIEVEMENT PROFILES GRADE 5, A.I.S.D.

READING TOTAL RESULTS



	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP NATIONAL
NUMBER OF STUDENTS TESTED				4247	3754	
3RD QUARTILE				74 %ILE	74 %ILE	75 %ILE
MEDIAN				44 %ILE	48 %ILE	50 %ILE
1ST QUARTILE				22 %ILE	22 %ILE	25 %ILE
READING VOCABULARY RESULTS						
NUMBER OF STUDENTS TESTED				4248	3755	
3RD QUARTILE				72 %ILE	76 %ILE	75 %ILE
MEDIAN				46 %ILE	46 %ILE	50 %ILE
1ST QUARTILE				20 %ILE	22 %ILE	25 %ILE
READING COMPREHENSION RESULTS						
NUMBER OF STUDENTS TESTED				4247	3756	
3RD QUARTILE				75 %ILE	75 %ILE	75 %ILE
MEDIAN				46 %ILE	50 %ILE	50 %ILE
1ST QUARTILE				24 %ILE	24 %ILE	25 %ILE

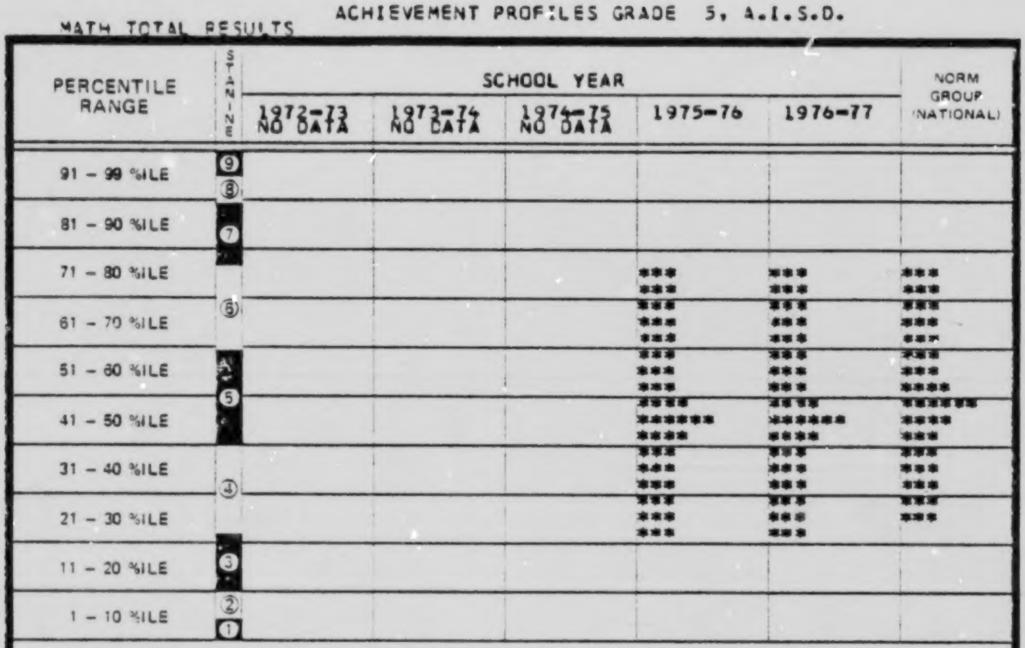
COMMENTS:

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-10

ACHIEVEMENT PROFILES GRADE 5, A.I.S.D.

MATH TOTAL RESULTS



	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				4177	3741	
3RD QUARTILE				77 %ILE	77 %ILE	75 %ILE
MEDIAN				47 %ILE	47 %ILE	50 %ILE
1ST QUARTILE				22 %ILE	23 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				4180	3754	
3RD QUARTILE				77 %ILE	77 %ILE	75 %ILE
MEDIAN				47 %ILE	50 %ILE	50 %ILE
1ST QUARTILE				22 %ILE	24 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1972-73 NO DATA	1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED				4236	3750	
3RD QUARTILE				77 %ILE	77 %ILE	75 %ILE
MEDIAN				49 %ILE	49 %ILE	50 %ILE
1ST QUARTILE				20 %ILE	23 %ILE	25 %ILE

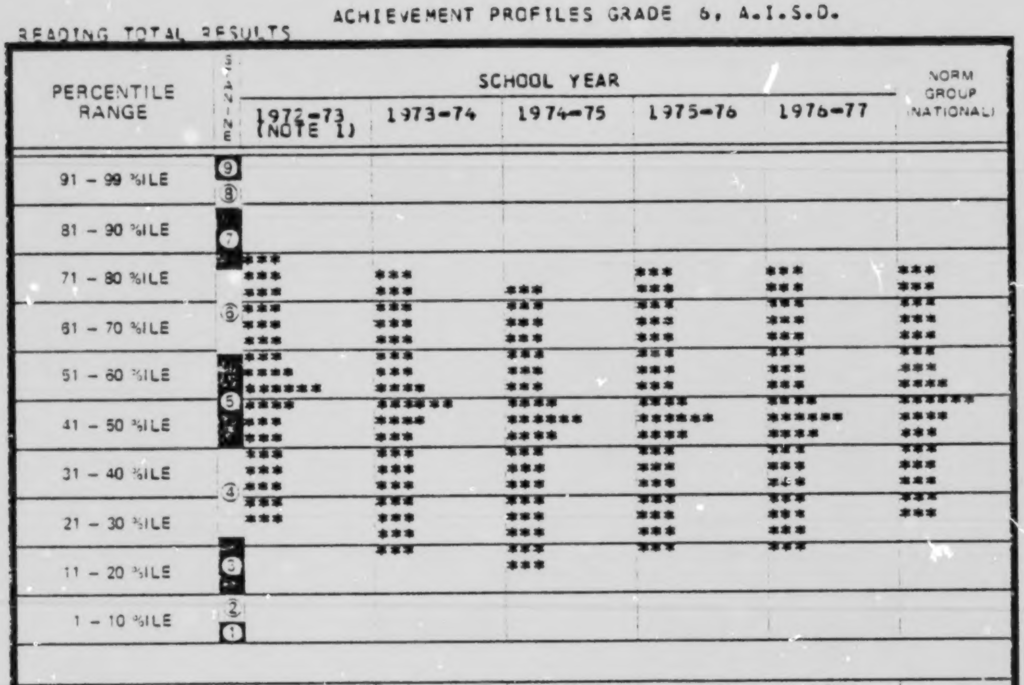
COMMENTS:

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-11

ACHIEVEMENT PROFILES GRADE 6, A.I.S.D.

READING TOTAL RESULTS



NUMBER OF STUDENTS TESTED	3759	4298	4619	4460	4204	
3RD QUARTILE	80 %ILE	74 %ILE	72 %ILE	76 %ILE	74 %ILE	75 %ILE
MEDIAN	53 %ILE	48 %ILE	44 %ILE	47 %ILE	47 %ILE	50 %ILE
1ST QUARTILE	27 %ILE	19 %ILE	17 %ILE	20 %ILE	20 %ILE	25 %ILE

READING VOCABULARY RESULTS

NUMBER OF STUDENTS TESTED	3760	4300	4626	4462	4205	
3RD QUARTILE	79 %ILE	73 %ILE	71 %ILE	73 %ILE	73 %ILE	75 %ILE
MEDIAN	52 %ILE	47 %ILE	45 %ILE	46 %ILE	46 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	19 %ILE	19 %ILE	22 %ILE	22 %ILE	25 %ILE

READING COMPREHENSION RESULTS

NUMBER OF STUDENTS TESTED	3759	4301	4619	4460	4204	
3RD QUARTILE	77 %ILE	76 %ILE	74 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN	57 %ILE	46 %ILE	46 %ILE	50 %ILE	45 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	22 %ILE	19 %ILE	20 %ILE	20 %ILE	25 %ILE

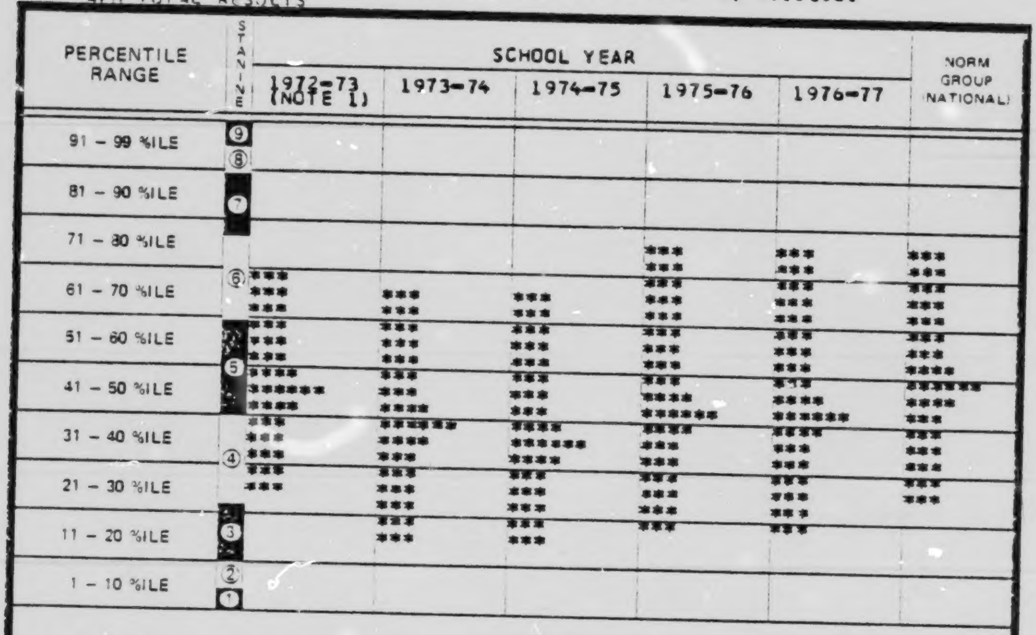
COMMENTS:
NOTE 1 - AN EASIER LEVEL OF THE TEST WAS ADMINISTERED IN 1972-73. THESE TEST RESULTS ARE NOT COMPARABLE TO TEST RESULTS OF LATER YEARS.

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-12

ACHIEVEMENT PROFILES GRADE 6, A.I.S.D.

MATH TOTAL RESULTS



	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3757	4277	4592	4431	4183	
3RD QUARTILE	70 %ILE	65 %ILE	66 %ILE	74 %ILE	74 %ILE	75 %ILE
MEDIAN	46 %ILE	38 %ILE	35 %ILE	43 %ILE	43 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	17 %ILE	15 %ILE	19 %ILE	19 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3759	4287	4629	4472	4193	
3RD QUARTILE	63 %ILE	56 %ILE	58 %ILE	69 %ILE	69 %ILE	75 %ILE
MEDIAN	44 %ILE	34 %ILE	34 %ILE	40 %ILE	44 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	16 %ILE	16 %ILE	19 %ILE	22 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1972-73 (NOTE 1)	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3757	4283	4594	4433	4185	
3RD QUARTILE	81 %ILE	71 %ILE	71 %ILE	77 %ILE	77 %ILE	75 %ILE
MEDIAN	55 %ILE	39 %ILE	39 %ILE	47 %ILE	47 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	17 %ILE	15 %ILE	19 %ILE	19 %ILE	25 %ILE

COMMENTS:

NOTE 1 - AN EASIER LEVEL OF THE TEST WAS ADMINISTERED IN 1972-73. THESE TEST RESULTS ARE NOT COMPARABLE TO TEST RESULTS OF LATER YEARS.

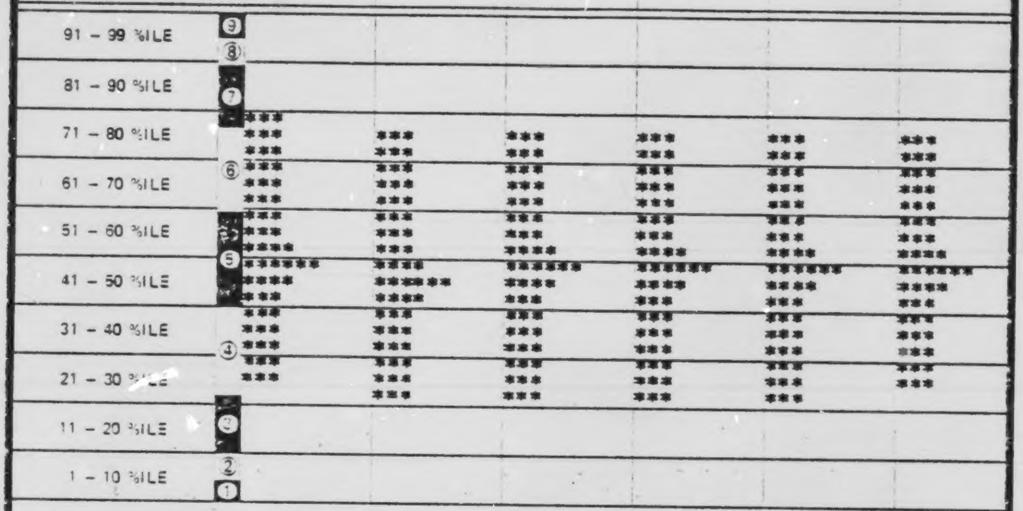
For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-13

ACHIEVEMENT PROFILES GRADE 7, A.I.S.D.

READING TOTAL RESULTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR 1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4037	4368	4646	4646	4576	
3RD QUARTILE	79 %ILE	76 %ILE	77 %ILE	77 %ILE	77 %ILE	75 %ILE
MEDIAN	50 %ILE	47 %ILE	48 %ILE	50 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	22 %ILE	22 %ILE	23 %ILE	21 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4038	4371	4648	4640	4577	
3RD QUARTILE	75 %ILE	75 %ILE	75 %ILE	78 %ILE	78 %ILE	75 %ILE
MEDIAN	50 %ILE	50 %ILE	50 %ILE	52 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	22 %ILE	22 %ILE	24 %ILE	21 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4038	4371	4648	4651	4576	
3RD QUARTILE	78 %ILE	75 %ILE	77 %ILE	77 %ILE	77 %ILE	75 %ILE
MEDIAN	51 %ILE	47 %ILE	49 %ILE	49 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	21 %ILE	21 %ILE	24 %ILE	19 %ILE	25 %ILE

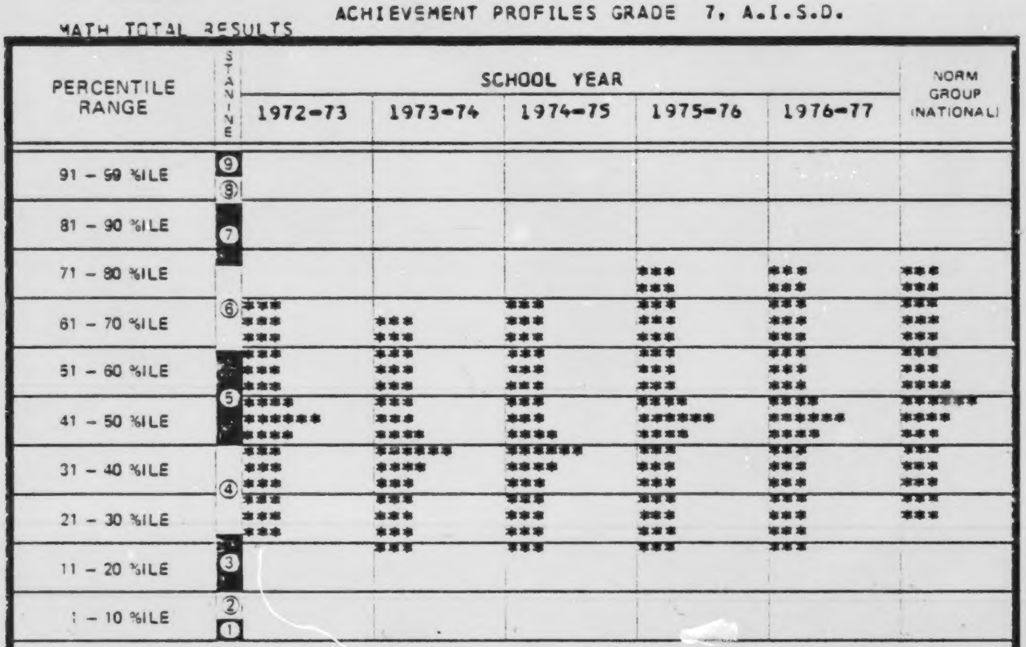
COMMENTS:

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-14

ACHIEVEMENT PROFILES GRADE 7, A.I.S.D.

MATH TOTAL RESULTS



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4035	4309	4649	4597	4576	
3RD QUARTILE	70 %ILE	65 %ILE	68 %ILE	74 %ILE	76 %ILE	75 %ILE
MEDIAN	44 %ILE	40 %ILE	39 %ILE	46 %ILE	46 %ILE	50 %ILE
1ST QUARTILE	23 %ILE	19 %ILE	18 %ILE	20 %ILE	20 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4036	4316	4659	4652	4581	
3RD QUARTILE	64 %ILE	59 %ILE	59 %ILE	72 %ILE	72 %ILE	75 %ILE
MEDIAN	39 %ILE	36 %ILE	36 %ILE	41 %ILE	45 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	18 %ILE	18 %ILE	23 %ILE	23 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4035	4309	4651	4597	4576	
3RD QUARTILE	76 %ILE	73 %ILE	77 %ILE	79 %ILE	79 %ILE	75 %ILE
MEDIAN	49 %ILE	45 %ILE	45 %ILE	51 %ILE	47 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	21 %ILE	20 %ILE	20 %ILE	20 %ILE	25 %ILE

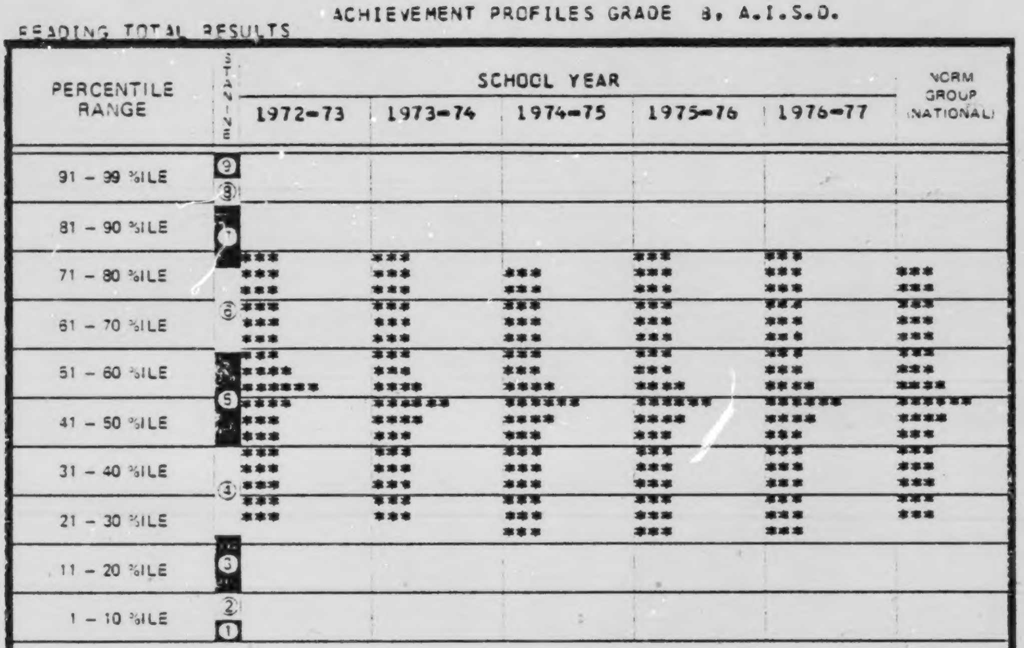
COMMENTS:

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-15

ACHIEVEMENT PROFILES GRADE 8, A.I.S.D.

READING TOTAL RESULTS



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3781	4271	4501	4655	4666	
3RD QUARTILE	78 %ILE	79 %ILE	77 %ILE	79 %ILE	79 %ILE	75 %ILE
MEDIAN	51 %ILE	50 %ILE	48 %ILE	49 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	26 %ILE	25 %ILE	22 %ILE	23 %ILE	22 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3783	4271	4502	4657	4669	
3RD QUARTILE	76 %ILE	76 %ILE	76 %ILE	74 %ILE	74 %ILE	75 %ILE
MEDIAN	50 %ILE	50 %ILE	50 %ILE	48 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	25 %ILE	22 %ILE	24 %ILE	21 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3781	4271	4508	4659	4667	
3RD QUARTILE	77 %ILE	79 %ILE	77 %ILE	79 %ILE	79 %ILE	75 %ILE
MEDIAN	52 %ILE	52 %ILE	49 %ILE	51 %ILE	51 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	24 %ILE	21 %ILE	23 %ILE	23 %ILE	25 %ILE

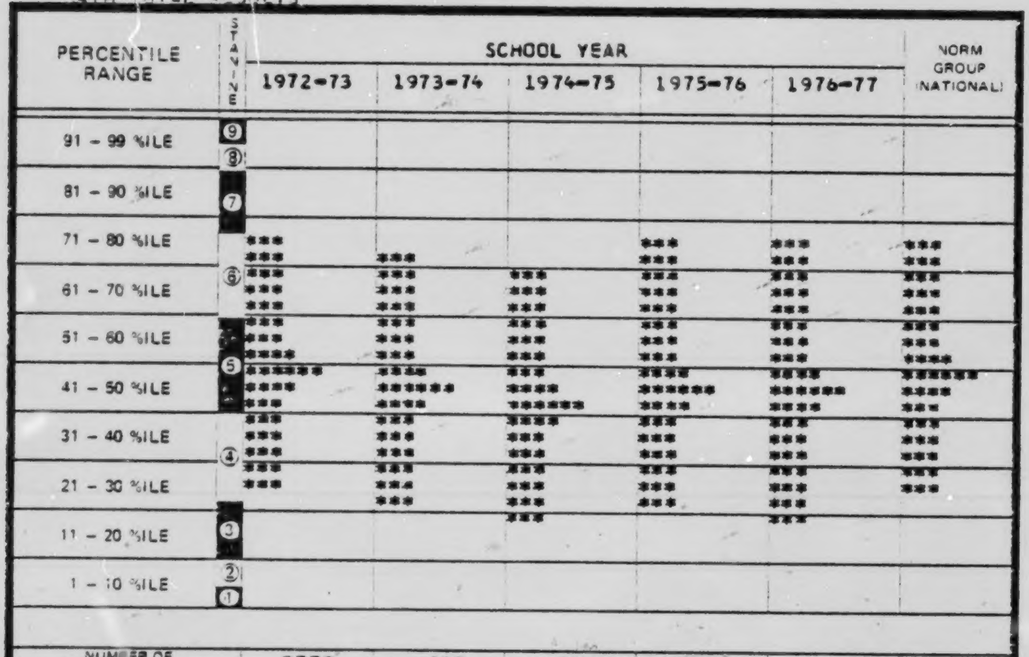
COMMENTS.

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-16

ACHIEVEMENT PROFILES GRADE 8, A.I.S.D.

MATH TOTAL RESULTS



	1972-73	1973-74	1974-75	1975-76	1976-77	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3779	4227	4530	4598	4644	
3RD QUARTILE	76 %ILE	73 %ILE	70 %ILE	75 %ILE	76 %ILE	75 %ILE
MEDIAN	49 %ILE	44 %ILE	43 %ILE	44 %ILE	47 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	21 %ILE	19 %ILE	22 %ILE	20 %ILE	25 %ILE
MATH COMPUTATION RESULTS						
NUMBER OF STUDENTS TESTED	3781	4234	4546	4655	4652	
3RD QUARTILE	72 %ILE	70 %ILE	66 %ILE	71 %ILE	74 %ILE	75 %ILE
MEDIAN	49 %ILE	41 %ILE	38 %ILE	43 %ILE	46 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	21 %ILE	18 %ILE	20 %ILE	23 %ILE	25 %ILE
MATH CONCEPTS & PROBLEMS RESULTS						
NUMBER OF STUDENTS TESTED	3780	4229	4531	4600	4647	
3RD QUARTILE	77 %ILE	77 %ILE	76 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN	50 %ILE	48 %ILE	46 %ILE	50 %ILE	46 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	22 %ILE	20 %ILE	22 %ILE	19 %ILE	25 %ILE

COMMENTS:

For the CAT Total Tests, the 3rd quartile and the 1st quartile points are graphically indicated by the upper and lower parts of the bar graph. The median point is indicated by the "arrow". The exact 3rd quartile, median, and 1st quartile points, as well as the number of students tested, are printed below the graph. This same information is printed for each of the two subtests, but no graphic display is provided for the subtest results.

Figure A-4-17

CAT READING VOCABULARY
DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

GRADE	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	"GAIN" or "LOSS"	
						1973-74 to 1976-77	1975-76 to 1976-77
1	--	--	--	73	75	--	+2
2	58	58	62	63	68	+10	+5
3	--	--	--	56	56	--	no change
4	63*	46	46	46	49	+3	+3
5	--	--	--	46	46	--	no change
6	52*	47	45	46	46	-1	no change
7	50	50	50	52	48	-2	-4
8	51	51	51	48	48	-3	no change

--: A dash is entered if students in this grade were not tested during this particular year.

*** : The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.**

Figure A-4-18

READING COMPREHENSION
DISTRICTWIDE MEDIAN PERCENTILE SCORES
FOR 1972-1973 THROUGH 1976-1977

GRADE	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	"GAIN" or "LOSS" 1973-74 to 1976-77	"GAIN" or "LOSS" 1975-76 to 1976-77
1	--	--	--	68	68	--	no change
2	60	58	61	63	65	+7	+2
3	--	--	--	60	60	--	no change
4	62*	50	48	48	53	+3	+5
5	--	--	--	46	50	--	+4
6	57*	46	46	50	45	-1	-5
7	51	47	49	49	49	+2	no change
8	53	53	49	51	51	-2	no change

—: A dash is entered if students in this grade were not tested during this particular year.

* : The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

Figure A-4-19

CAT READING

DISTRICTWIDE MEDIAN PERCENTILE SCORES
FOR 1972-1973 THROUGH 1976-1977

GRADE	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	"GAIN" or "LOSS" 1973-74 to 1976-77	"GAIN" or "LOSS" 1975-76 to 1976-77
1	--	--	--	75	75	--	no change
2	62	62	63	61	65	+3	+4
3	--	--	--	61	61	--	no change
4	63*	50	45	47	52	+2	+5
5	--	--	--	44	48	--	+4
6	53*	48	44	47	47	-1	no change
7	50	47	48	50	48	+1	-2
8	51	50	48	49	49	-1	no change

--: A dash is entered if students in this grade were not tested during this particular year.

* : The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

Figure A-4-20

CAT MATH COMPUTATION
DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

GRADE	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	"GAIN" or "LOSS"	
						1973-74 to 1976-77	1975-76 to 1976-77
1	--	--	--	71	71	--	no change
2	56	52	54	60	67	+15	+7
3	--	--	--	62	67	--	+5
4	60*	48	48	54	58	+10	+4
5	--	--	--	47	50	--	+3
6	44*	34	34	40	44	+10	+4
7	40	36	36	41	45	+9	+4
8	49	42	39	43	46	+4	+3

--: A dash is entered if students in this grade were not tested during this particular year.

*** : The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.**

Figure A-4-21

CAT MATH CONCEPTS & PROBLEMS
DISTRICTWIDE MEDIAN PERCENTILE SCORES
FOR 1972-1973 THROUGH 1976-1977

GRADE	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	"GAIN" or "LOSS" 1973-74 to 1976-77	"GAIN" or "LOSS" 1975-76 to 1976-77
1	--	--	--	70	67	--	-3
2	57	50	53	55	60	+10	+5
3	--	--	--	53	53	--	no change
4	59*	46	41	46	51	+5	+5
5	--	--	--	49	49	--	no change
6	55	40	40	47	47	+7	no change
7	49*	45	45	51	47	+2	-4
8	50	48	46	50	46	-2	-4

--: A dash is entered if students in this grade were not tested during this particular year.

*** : The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.**

Figure A-4-22

CAT MATHEMATICS

DISTRICTWIDE MEDIAN PERCENTILE SCORES FOR 1972-1973 THROUGH 1976-1977

GRADE	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	"GAIN" or "LOSS"	
						1973-74 to 1976-77	1975-76 to 1976-77
1	--	--	--	70	70	--	no change
2	58	51	54	62	66	+15	+4
3	--	--	--	56	59	--	+3
4	55*	49	46	51	56	+7	+5
5	--	--	--	47	47	--	no change
6	46*	39	36	43	43	+4	no change
7	44	40	39	46	46	+6	no change
8	49	44	43	44	47	+3	+3

--: A dash is entered if students in this grade were not tested during this particular year.

* : The test level used during the 1972-73 year was "easier" than that used in succeeding years. Accordingly, the 1972-73 median is not comparable to the median scores of later years.

Figure A-4-23
CAT READING
4 Year Trends by Grade
(Grades 2, 4, 6, 7, and 8 only)

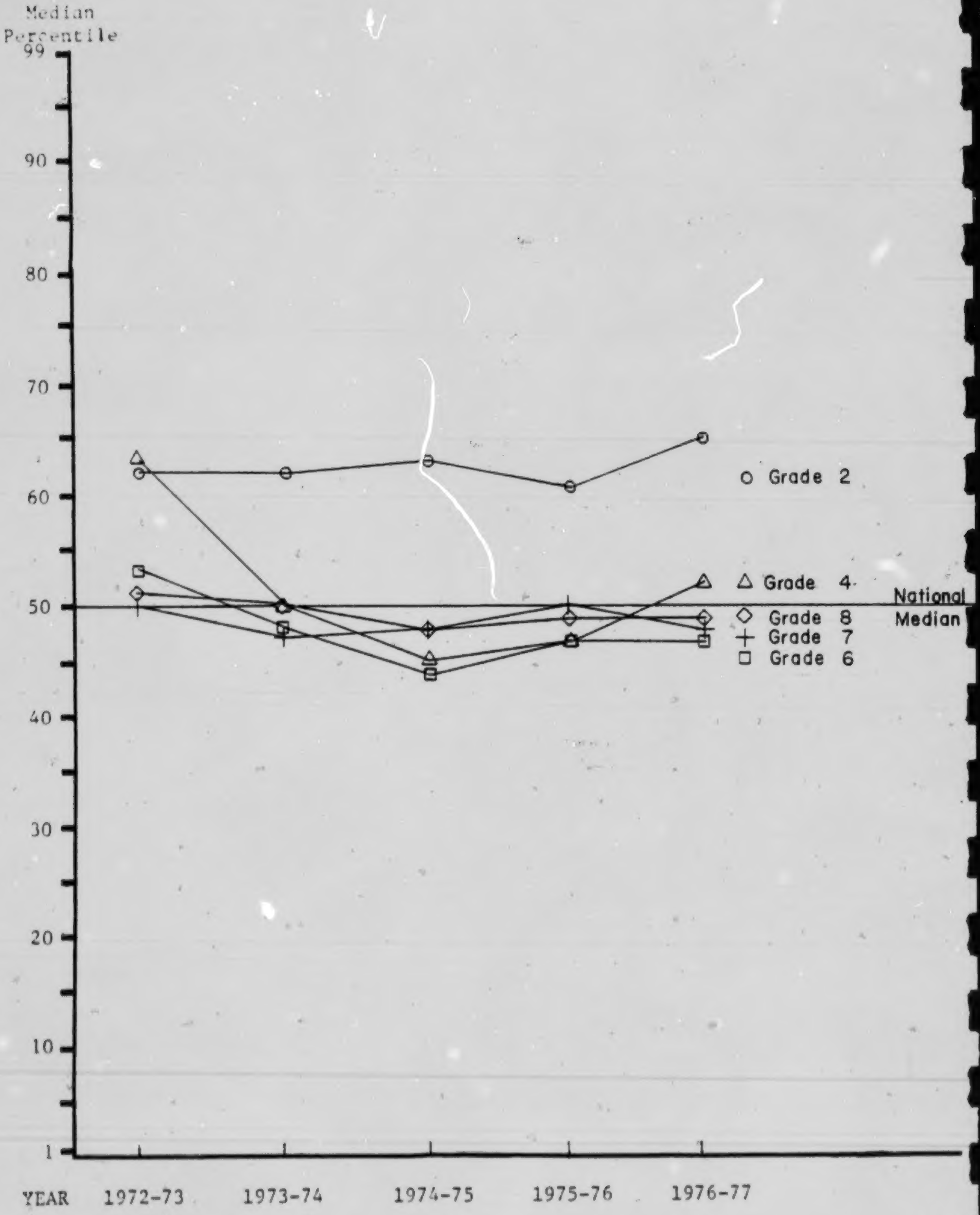


Figure A-4-24

CAT READING
2 Year Trends by Grade
(Grades 1, 3, and 5 only)

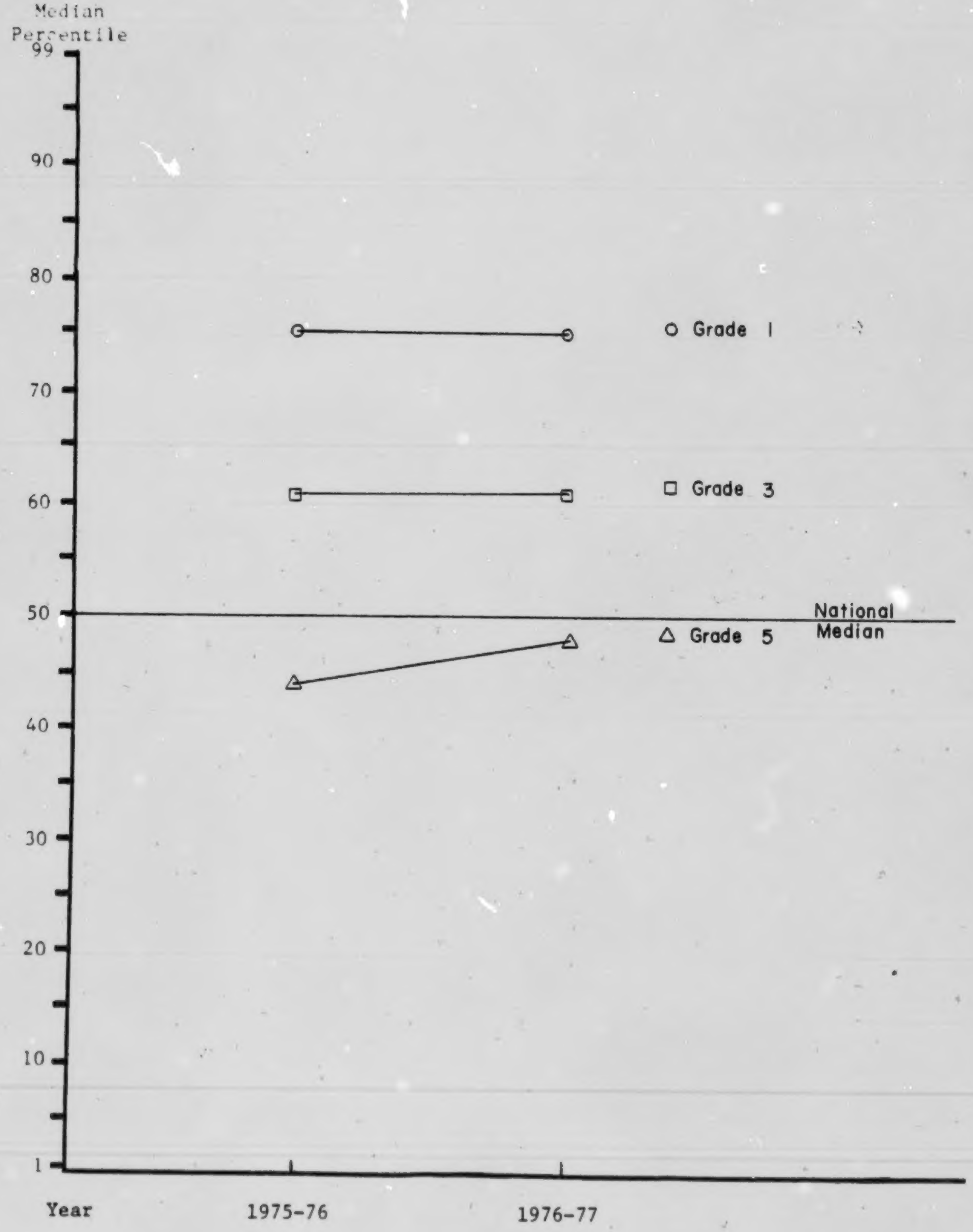


Figure A-4-25
CAT MATHEMATICS
4-Year Trends by Grade
(Grades 2, 4, 6, 7, and 8 only)

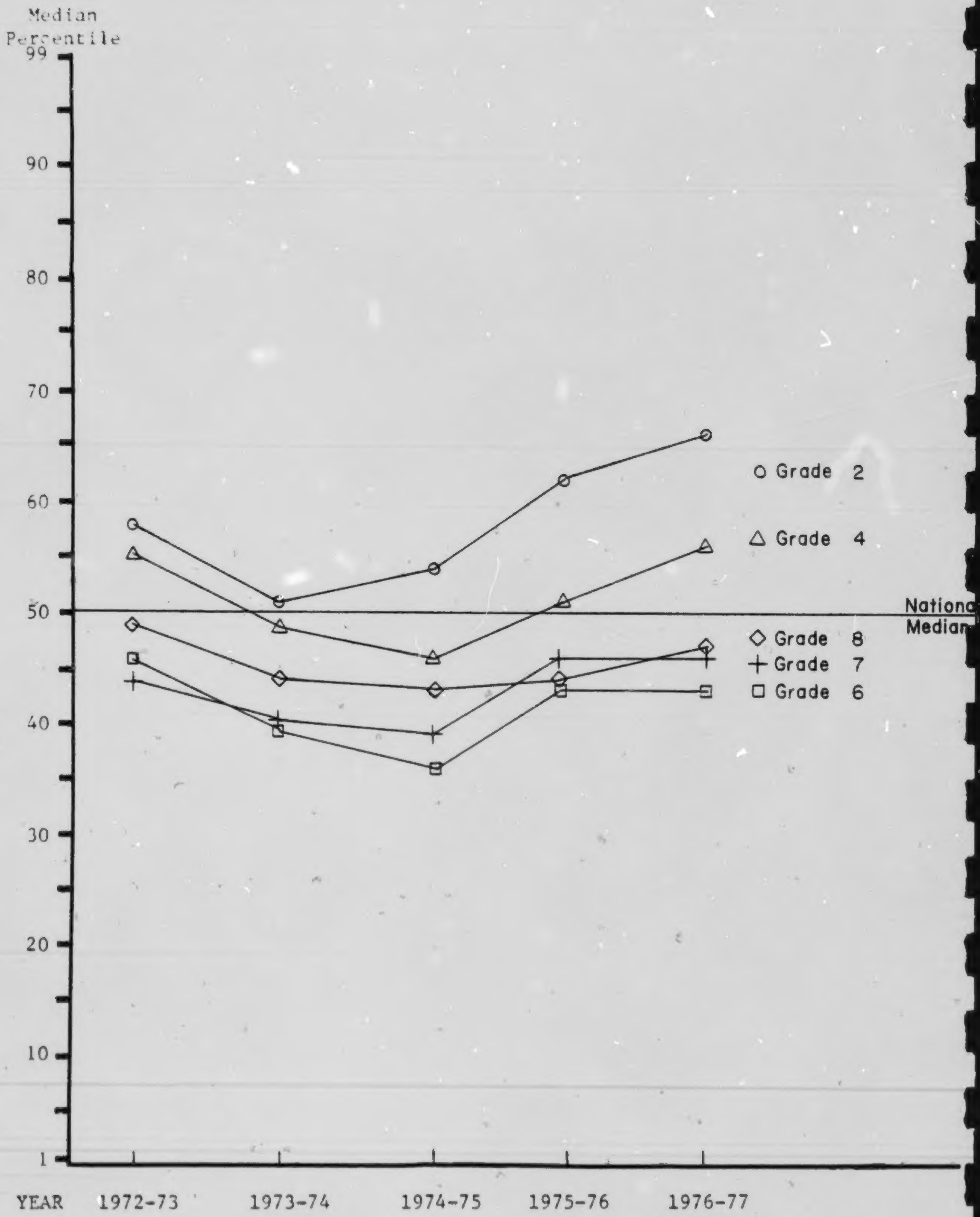


Figure A-4-26
CAT MATHEMATICS
2 Year Trends by Grade
(Grades 1, 3, and 5 only)

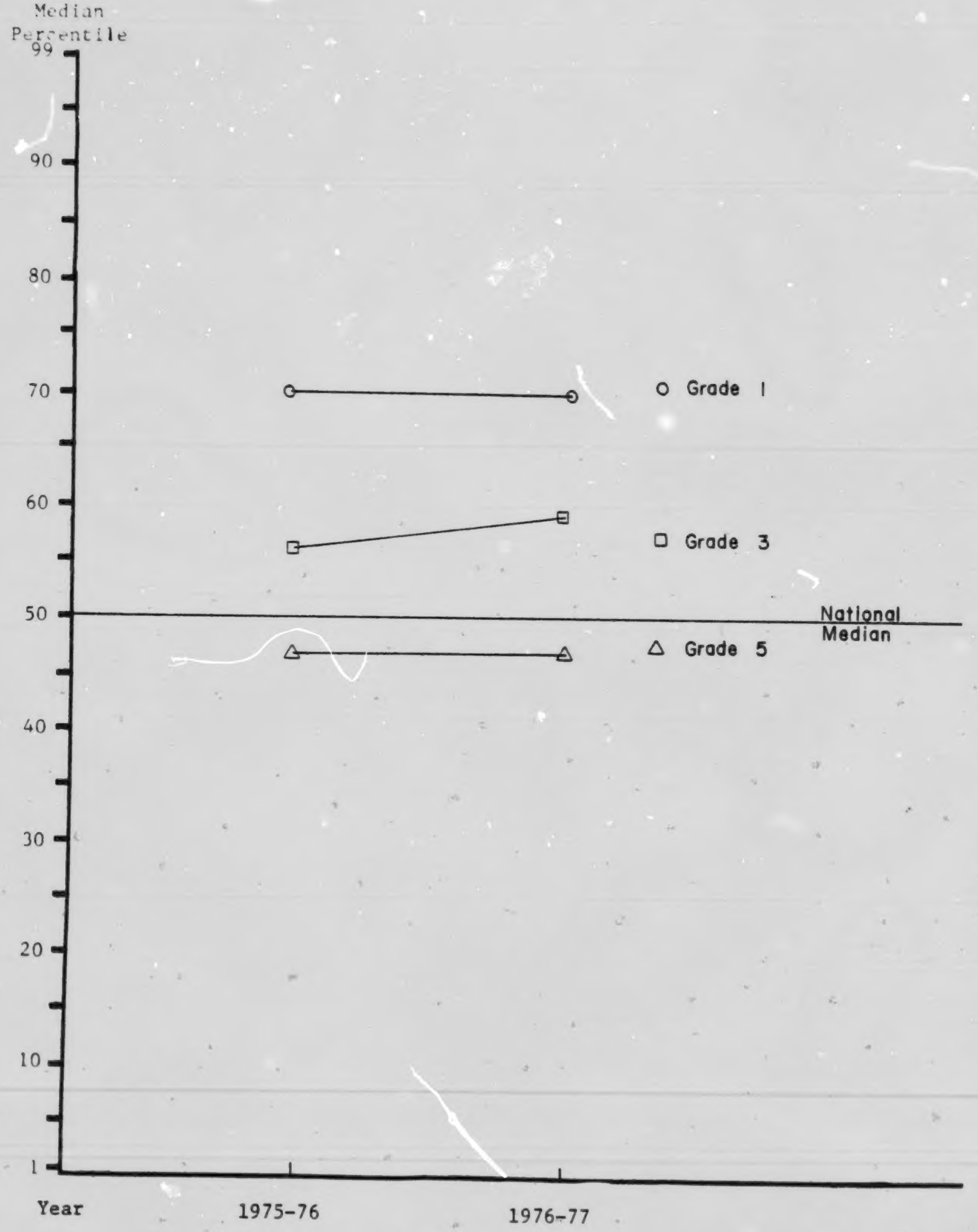


Figure A-4-27

SUMMARY OF ACHIEVEMENT LONG RANGE "GAIN" OR "LOSS"[1,2]
FROM 1973-74 to 1975-76
BY CAT TEST
ACROSS GRADES

GRADE	CAT TEST	Median of "Gain" or "Loss" from 1973-74 to 1976-77	Range of "Gain" or "Loss" from 1973-74 to 1975-76
Elementary Grades 2, 4, and 6	Reading Vocabulary	+3	-1 through +10
	Reading Comprehension	+3	-1 through +7
	Reading Total	+2	-1 through +3
	Math Computation	+10	+10 through +15
	Math Cncpts&Probs	+7	+5 through +10
	Math Total	+7	+4 through +15
Junior High Grades 7-8	Reading Vocabulary	-2½	-2 through -3
	Reading Comprehension	0	-2 through +2
	Reading Total	0	-1 through +1
	Math Computation	+6½	+4 through +9
	Math Cncpts & Probs	0	-2 through +2
	Math Total	+4½	+3 through +6
Grades 2,4, & 6-8 combined	Reading Vocabulary	-1	-3 through +10
	Reading comprehension	+2	-2 through +7
	Reading Total	+1	-1 through +3
	Math Computation	+10	+4 through +15
	Math Cncpts & Probs.	+5	-2 through +10
	Math Total	+6	+3 through +15

---

[1] The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figures A-4-17 through A-4-22.

[2] Only grades 2, 4, and 6-8 were tested in 1973-74, therefore only these grades are included in this summary.

Figure A-4-28

SUMMARY OF ACHIEVEMENT SHORT RANGE "GAIN" OR "LOSS"[1]
FROM 1975-76 to 1976-77
BY CAT TEST
ACROSS GRADES

GRADES	CAT TEST	Median of "Gain" or "Loss" from 1975-76 to 1976-77	Range of "Gain" or "Loss" from 1975-76 to 1976-77
Elementary Grades 1-6	Reading Vocabulary	+1	0 through +5
	Reading Comprehension	+1	-5 through +5
	Reading Total	+2	0 through +5
	Math Computation	+4	0 through +7
	Math Cncpts & Probs.	0	-3 through +5
	Math Total	+1½	0 through +5
Junior High Grades 7-8	Reading Vocabulary	-2	-4 through 0
	Reading Comprehension	0	0 through 0
	Reading Total	-1	-2 through 0
	Math Computation	+3½	+3 through +4
	Math Cncpts & Probs.	-4	-4 through +4
	Math Total	+1½	0 through +3
Grades 1-8 combined	Reading Vocabulary	0	-4 through +5
	Reading Comprehension	0	-5 through +5
	Reading Total	0	-2 through +5
	Math Computation	+4	0through +7
	Math Cncpts & Probs.	0	-4 through +5
	Math Total	+1½	0 through +5

---

[1] The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figure A-4-17.

Figure A-4-29

SUMMARY OF ACHIEVEMENT "GAINS" OR "LOSSES"[1]
FROM 1973-74 TO 1976-77
BY GRADE
ACROSS ALL CAT TESTS[2]

GRADE	Median "Gain" or "Loss" from 1973-74 to 1976-77	Range of "Gain" or "Loss" from 1973-74 to 1976-77
2	+10	+7 through +15
4	+4	+3 through +10
6	+3	-1 through +10
7	+2	-2 through +9
8	-2	-3 through +4

[1] The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figures A-4-19, A-4-20, A04-22. and A-4-23.

[2] The CAT Reading Total and CAT Math Total tests are not represented in this figure. These tests are represented by their component tests: Reading Vocabulary and Reading Comprehension for the Reading Total; and Math Computation and Math Concepts and Problems for the Math Total.

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Figure A-4-30

SUMMARY OF ACHIEVEMENT "GAINS" OR "LOSSES"[1]
FROM 1975-76 TO 1976-77
BY GRADE
ACROSS ALL CAT TESTS[2]

GRADE	Median "Gain" or "Loss" From 1975-76 to 1976-77	Range of "Gain" or "Loss" from 1975-76 to 1976-77
1	0	-3 through +2
2	+5	+2 through +7
3	0	0 through +5
4	+4½	+3 through +5
5	+1½	0 through +4
6	0	-5 through +4
7	-2	-4 through +4
8	0	-4 through +3

[1] The "gain" or "loss" summaries of this table are the "gains"/ "losses" reported in the last columns of Figures A-4-19.

[2] The CAT Reading Total and CAT Math Total tests are not represented in this figure. Teese tests are represented by their component tests: Reading Vocabulary and Reading Comprehension for the Reading Total; and Math Computation and Math Concepts and Problems for the Math Total.

Figure A-4-32

CAT READING VOCABULARY
TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
1st	2nd	77	68	-9
2nd	3rd	63	67	-4
3rd	4th	56	54	-2
4th	5th	46	46	0
5th	6th	46	46	0
6th	7th	46	52	+6
7th	8th	52	48	-4

Figure A-4-33

CAT READING COMPREHENSION
TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
1st	2nd	75	67	-8
2nd	3rd	65	60	-5
3rd	4th	60	53	-7
4th	5th	48	50	+2
5th	6th	46	50	+4
6th	7th	45	49	+4
7th	8th	53	54	+1

Figure A-4-34

CAT READING TOTAL
TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
1st	2nd	76	67	-9
2nd	3rd	62	61	-1
3rd	4th	61	52	-9
4th	5th	47	48	+1
5th	6th	46	48	+2
6th	7th	47	50	+3
7th	8th	52	51	-1

Figure A-4-35

CAT MATH COMPUTATION
TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
1st	**2nd**	71	69	-2
2nd	**3rd**	63	72	+9
3rd	**4th**	62	58	-4
4th	**5th**	54	50	-4
5th	**6th**	47	44	-3
6th	**7th**	40	49	+9
7th	**8th**	45	49	+4

Figure A-4-36

CAT MATH CONCEPTS & PROBLEMS
TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
1st	2nd	70	64	-6
2nd	3rd	55	53	-2
3rd	4th	53	51	-2
4th	5th	46	49	+3
5th	6th	49	47	-2
6th	7th	47	51	+4
7th	8th	51	50	-1

Figure A-4-37

CAT MATH TOTAL
TWO-YEAR TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
1st	2nd	72	66	-6
2nd	3rd	63	61	-2
3rd	4th	59	56	-3
4th	5th	51	49	-2
5th	6th	47	46	-1
6th	7th	41	48	+7
7th	8th	48	49	+1

APPENDIX A
CALIFORNIA ACHIEVEMENT TEST

Part 5
(Evaluation Question 2-2)

PURPOSE:

The purpose of Part 5 of this appendix is to provide information to answer Evaluation Question 2-2, which is stated below:

> In which general curriculum areas is student achievement the lowest? In which is it the highest?

PROCEDURE:

Data Collection. The method of data collection, and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. To answer Evaluation Question 2-2, the differences between the 1976-77 districtwide median percentile scores were examined, for all grades, between (1) Reading Total and Math Total, (2) Reading Vocabulary and Reading Comprehension, and (3) Math Computation and Math Concepts and Problems. The number of differences favoring each of the tests in one of the above pairs, and the magnitude of these differences, were considered for all grades.

To assess the variability of the data, and to determine if the patterns of these differences might indicate some long range trends, the differences for each of the three pairs of tests, for each grade, were also determined for each of the three preceding years, beginning with 1973-74.

These comparisons, for 1976-77 and for the long range trends since 1973-74, form the basis for answering Evaluation Question 2-2.

FINDINGS:

What are the differences between the Reading Total 1976-77 median percentile scores and the corresponding Math Total median scores? The 1976-77 Reading Total median is greater than the Math Total median for six of the eight grades considered. Only in Grades 2 and 4 was the Math Total median greater than the Reading Total median.

These data are presented in Figure A-5-1. Figure A-5-2 also displays the differences for each grade in 1976-77, as well as for each of the three preceding years. An inspection of Figure A-5-2 reveals a large amount of consistency, across the past four years, in this tendency for higher achievement in reading. Only in Grades 2 and 4 is there any reversal in the relative achievement between reading and mathematics.

These reversals at Grades 2 and 4 may merely represent changes in emphasis, since after the reversal is made, resulting in higher achievement in mathematics (beginning in 1975-76, for second grade; beginning in 1974-75 for fourth grade), the mathematics achievement continues to dominate reading achievement. Two noteworthy facts may be observed by an inspection of Figure A-5-2:

- During the current year, reading achievement is higher than mathematics achievement for most grades.
- During the earlier years, reading achievement was also higher than mathematics achievement, but much more so than it is today. In other words, the trend over the past four years has been to reduce the discrepancy between reading achievement and mathematics achievement.

What are the differences between the Reading Vocabulary 1976-77 median percentile scores and the corresponding Reading Comprehension median scores? The 1976-77 Reading Comprehension median is greater than the Reading Vocabulary for five of the eight grades considered. Only in Grades 1, 2, and 6 is the Reading Vocabulary median higher.

These data are presented in Figure A-5-3. Figure A-5-4 also displays the differences in median scores for each grade in 1976-77, as well as for each of the three preceding years. An inspection of this figure reveals that only for Grade 4 is there evidence of a stable trend. In this case, the trend is towards a greater predominance of reading comprehension achievement over reading vocabulary achievement. For all other grades, there is either no enough evidence or the evidence is not consistent enough to suggest trends.

What are the differences between the Math Computation 1976-77 median percentile scores and the corresponding Math Concepts & Problems median scores? The 1976-77 Math Computation median is greater than the Math Concepts & Problems median in each of Grades 1-5; in Grades 6 and 7, the Math Concepts & Problems median is greater; in Grade 8, there is no difference.

These data are presented in Figure A-5-5. Figure A-5-6 also displays the differences in median scores for each grade for 1976-77, as well as for each of the three preceding years. An inspection of Figure A-5-6 reveals two facts:

- In Grades 1-5, achievement in math computation has consistently been higher than achievement in math concepts and problem-solving. In Grades 6-8, however, this position is reversed; achievement in math computation has consistently been lower than achievement in math concepts and problem-solving.
- In all grades, there is an apparent trend, since 1974-75, towards increasing achievement in math computation. For the lower grades, where math computation achievement was always higher than math concepts and problem-solving achievement, achievement in computation is becoming even higher. In Grades 6-8, where math computation achievement has always been lower than math concepts and problem-solving achievement, achievement in computation is increasing so that the difference between achievement in the two math areas is becoming less.

Figure A-5-1

READING TOTAL AND MATH TOTAL
1976-77 DISTRICT WIDE MEDIAN PERCENTILE SCORES

GRADE	MEDIAN PERCENTILE READING TOTAL	MEDIAN PERCENTILE MATH TOTAL	DIFFERENCE[1]
1	75	70	+5
2	65	66	-1
3	61	59	+2
4	52	56	-4
5	48	47	+1
6	47	43	+4
7	48	46	+2
8	49	47	+2

[1] The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate greater achievement in reading, and negative differences indicate greater achievement in mathematics.

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Figure A-5-2

READING TOTAL AND MATH TOTAL DIFFERENCES BETWEEN DISTRICTWIDE MEDIAN PERCENTILES FOR 1973-74 THROUGH 1976-77

GRADE	DIFFERENCE IN DISTRICTWIDE MEDIAN PERCENTILE SCORES[1]			
	1973-74	1974-75	1975-76	1976-77
1	--	--	+5	+5
2	+11	+9	-1	-1
3	--	--	+5	+2
4	+1	-1	-4	-4
5	--	--	-3	+1
6	+9	+8	+4	+4
7	+7	+9	+4	+2
8	+6	+5	+5	+2

[1] The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate larger achievement in reading, and negative differences indicate larger achievement in mathematics.

--: A dash is entered if students in this grade were not tested during this particular year.

Figure A-5-3

READING VOCABULARY AND READING COMPREHENSION
1976-77 DISTRICT WIDE MEDIAN PERCENTILE SCORES

GRADE	MEDIAN PERCENTILE READING VOCABULARY	 READING COMPREHENSION	DIFFERENCE[1]
1	75	68	+7
2	68	65	+3
3	56	60	-4
4	49	53	-4
5	46	50	-4
6	46	45	+1
7	48	49	-1
8	48	51	-3

[1] The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate greater achievement in reading, and negative differences indicate greater achievement in mathematics.

Figure A-5-4

READING VOCABULARY AND READING COMPREHENSION
DIFFERENCES BETWEEN DISTRICTWIDE MEDIAN PERCENTILES FOR 1973-74 THROUGH 1976-77

GRADE	DIFFERENCE IN DISTRICTWIDE MEDIAN PERCENTILE SCORES[1]			
	1973-74	1974-75	1975-76	1976-77
1	--	--	+5	+7
2	0	+1	0	+3
3	--	--	-4	-4
4	+4	-2	-2	-4
5	--	--	0	-4
6	+1	-1	-4	+1
7	+3	+1	+3	-1
8	-2	+2	-3	-3

[1] The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate larger achievement in reading, and negative differences indicate larger achievement in mathematics.

--: A dash is entered if students in this grade were not tested during this particular year.

Figure A-5-5

MATH COMPUTATION AND MATH CONCEPTS & PROBLEMS
1976-77 DISTRICT WIDE MEDIAN PERCENTILE SCORES

GRADE	MEDIAN PERCENTILE		DIFFERENCE[1]
	MATH COMPUTATION	MATH CNCPS & PROBS	
1	71	67	+4
2	67	60	+7
3	67	53	+14
4	58	51	+7
5	50	49	+1
6	44	47	-3
7	45	47	-2
8	46	46	0

[1] **The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate greater achievement in reading, and negative differences indicate greater achievement in mathematics.**

Figure A-5-6

MATH COMPUTATION AND MATH CONCEPTS & PROBLEMS
DIFFERENCES BETWEEN DISTRICTWIDE MEDIAN PERCENTILES FOR 1973-74 THROUGH 1976-77

GRADE	DIFFERENCE IN DISTRICTWIDE MEDIAN PERCENTILE SCORES[1]			
	1973-74	1974-75	1975-76	1976-77
1	--	--	+1	+4
2	+2	+1	+5	+7
3	--	--	+9	+14
4	+2	+7	+8	+7
5	--	--	-2	+1
6	-6	-6	-7	-3
7	-9	-9	-10	-2
8	-6	-7	-7	0

[1] The difference is computed as Reading Total median - Math Total median. Therefore, positive differences indicate larger achievement in reading, and negative differences indicate larger achievement in mathematics.

--: A dash is entered if students in this grade were not tested during this particular year.

APPENDIX A
CALIFORNIA ACHIEVEMENT TESTS

Part 6
(Evaluation Questions 2-3 and 2-4)

PURPOSE

The purpose of Part 6 of this appendix is to provide information to answer Evaluation Question 2-3, stated below:

> How does Austin achievement in the general curriculum areas compare with nationwide achievement in these areas?

and to provide information to answer Evaluation Question 2-4, stated below·

> How does Austin achievement in the general curriculum areas compare with urban district achievement in these areas?

It should be noted that the information that is considered in this part of the appendix and that which is considered in Part 5 is very similar· differences between AISD achievement and achievement by the national norming sample. The purposes of the evaluation questions that are considered in these two parts are nevertheless very different. In Part 5, the purpose of Evaluation Question 2-2 is to provide a ranking of Austin achievement for different subject areas and for different grades. The use of the national norms is only for the purpose of facilitating this ranking. However, in this part of the appendix is the comparison of Austin achievement with the national norms themselves.

PROCEDURE:

Data Collection. The method of data collection, and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. Two descriptive summaries of the Austin testing results, in comparison with the norming results, are considered.

In the first method, the differences between the districtwide median percentile scores (based both on the national norming population and also on the urban norming population) and the 50%ile point are considered. These differences provide a concise summary of the extent to which the central tendency of AISD achievement scores is different from the central tendency of the national norming population, and also the extent to which the central tendency of AISD achievement scores is different from the central tendency of the urban district norming population.

The CAT urban norming population is derived from school districts with a minimum enrollment of 1,923 students per grade (per personal communication with Bob Hudson, Regional Representative, CTB/McGraw-Hill). Nine districts were included in this urban district norming sample:

Worchester, Mass.
Clifton, N.J.
Chicago, Ill.
Ft. Wayne, Ind.
Wichita, Kansas
Columbia, S.C.
Tucson, Ariz.
Fresno Calif.
Inglewood, Calif.

For the first type of descriptive comparison, the differences between the districtwide median percentile scores and the 50%ile point are considered. These differences provide a concise summary of the extent to which the central tendency of AISD achievement scores is different from the central tendency of the national norming sample.

A different perspective is provided by the second type of comparison, which considers both the median and the first and third quartile points. Such a consideration provides more information than does the median alone. In particular, this type of presentation is useful in counteracting a shortsighted viewpoint that assumes that if a median percentile is above the national norm, then "all is well:" and if a median percentile is below the national norm, then the opposite is true. This median and quartile information is similar to that presented in Part 4 of this appendix.

However, the median and quartile information presented here is different in one way. This difference is made in order to adjust for a tendency of the percentile scale to exaggerate differences in the mid-percentile range and to minimize differences in the outer ranges of the percentile scale.

For example, suppose that the median percentile scores for two tests were 45%ile and 40%ile. Achievement on the first test is five percentile points below the norm and achievement on the second test is ten percentile points below the norm. One might be tempted to believe that the "deficit" on the second test was twice the deficit on the first test. However, if the distortion that was introduced by the percentile scale were corrected, it would be found that the "deficit" represented by achievement on the second test was, in fact, more than twice the "deficit" represented by achievement on the first test.

A graphic adjustment of this type of distortion can be made by "squeezing together" the percentile points in the mid ranges of the scale and by "spreading apart" the percentile points in the higher and lower ranges of the scale. This type of graphic adjustment is done in this part of the appendix.

When this graphic adjustment has been done, the middle one-third of the percentile score range is identical to the stanine scores of 4, 5, and 6: the "average" achievement scores. By considering the degree of overlap between (1) the Austin 1st Quartile-3rd Quartile range and (2) the stanine 4-6 range, it is possible to assess how well the entire middle 50% of Austin students are doing.

FINDINGS

How do the district median scores compare with the median scores of the national norming sample? Figure A-6-1 details the differences between the districtside median percentile scores (based on the national norming smaple) and the 50%ile point. An inspection of this figure reveals several facts:

- In Grades 1 through 3, and for the most part in Grade 4, the districtwide median percentile scores were higher than the 50%ile point. In Grade 1, all districtwide median percentile scores were at least seventeen points above the 50%ile point.

How do the districtwide median scores compare with the median scores of the urban district sample? Figure A-6-2 details the same type of information that was provided in the previous figure, except that the urban district norms are used as a reference. An inspection of this figure reveals that the districtwide median percentile scores are consistently higher than are those of the urban district sample, for each CAT test in each grade. The differences reported in Figure A-6-2 range from eight points above the urban district median to thirty-five points above the urban district median.

Figures A-6-3 through A-6-14 provide a graphic presentation of these same facts. The first six of these figures illustrate Austin achievement in comparison to the national norming sample. The last six figures illustrate Austin achievement in comparison to the urban district norming sample.

These figures seem to emphasize the following additional facts:

- The districtwide median percentile does not characterize all Austin students. Even the middle 50% of Austin students (scoring between the 1st quartile and the 3rd quartile) have achievement scores in a wide range above and below the median.

- For those tests with median percentile scores below the national norm, there are many Austin students scoring above the 50%ile point. For those tests with median percentile scores above the national norm, there are many Austin students with scores below the 50%ile point.

Figure A-6-1

DIFFERENCES BETWEEN DISTRICTWIDE 1976-77 MEDIAN PERCENTILE SCORES AND THE 50th PERCENTILE POINT BASED ON A NATIONAL NORMING[1]

GRADE	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
1	+25	+18	+25	+21	+17	+20
2	+18	+15	+15	+17	+10	+16
3	+6	+10	+11	+17	+3	+9
4	-1	+3	+2	+8	+1	+6
5	-4	0	-2	0	-1	-3
6	-4	-5	-3	-6	-3	-7
7	-2	-1	-2	-5	-3	-4
8	-2	+1	-1	-4	-4	-3

[1] All differences are computed as AISD median (national norming) percentile - 50%ile.

Figure A-6-2

DIFFERENCES[1] BETWEEN DISTRICTWIDE 1976-77 MEDIAN PERCENTILE SCORES AND THE 50 PERCENTILE POINT BASED ON AN URBAN DISTRICT NORMING

GRADE	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
1	+35	+26	+34	+29	+28	+29
2	+26	+23	+24	+23	+20	+24
3	+18	+23	+24	+26	+18	+22
4	+13	+16	+16	+18	+16	+18
5	+12	+14	+14	+16	+16	+14
6	+10	+8	+10	+8	+11	+8
7	+17	+19	+18	+12	+17	+15
8	+17	+17	+18	+15	+15	+16

---

[1] All differences are computed as AISD median (urban district norm) percentile - 50%ile.

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Figure A-6-3

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT READING VOCABULARY
AS COMPARED TO THE NATIONAL NORMING SAMPLE

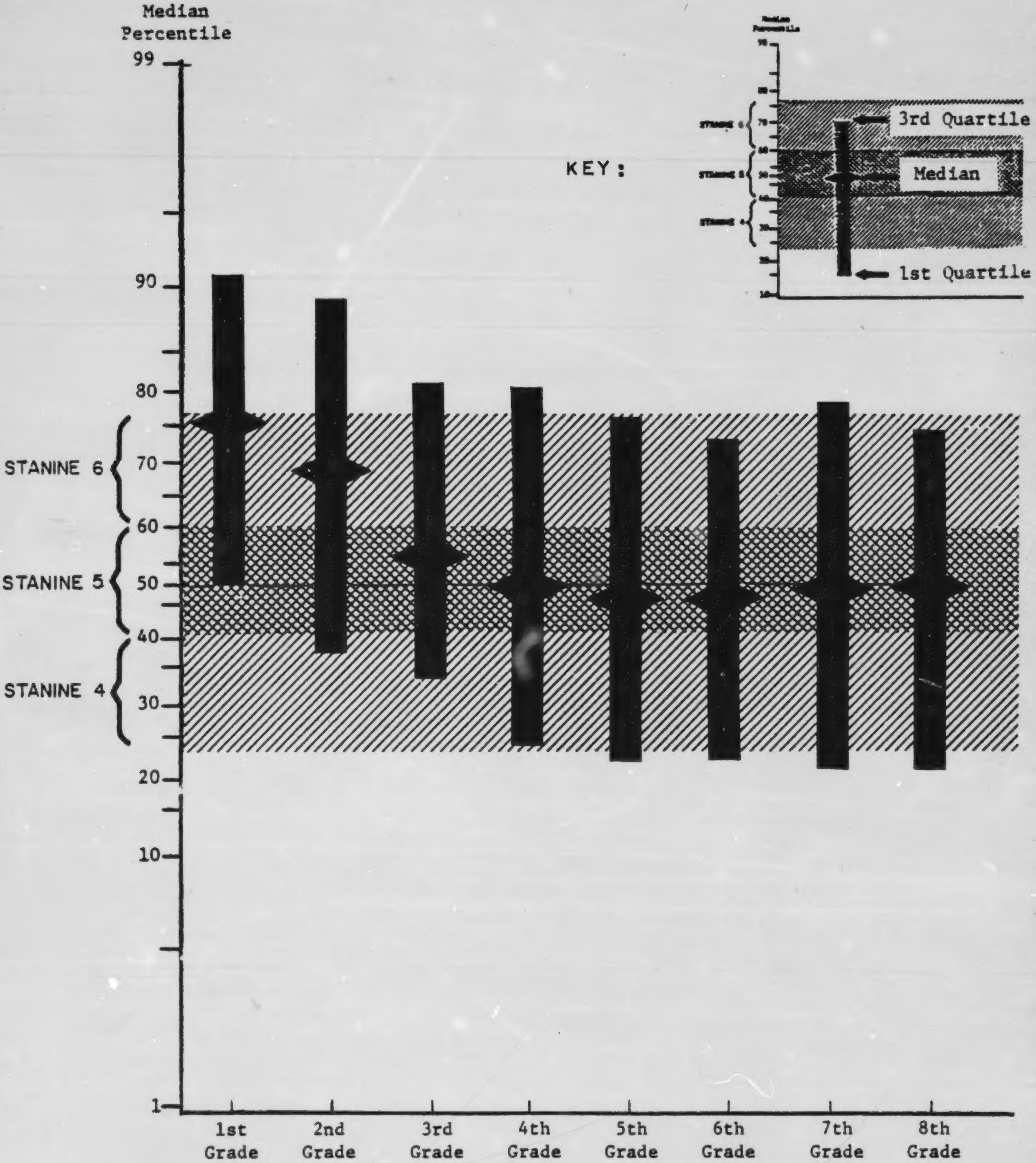


Figure A-6-4

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT READING COMPREHENSION AS COMPARED TO THE NATIONAL NORMING SAMPLE

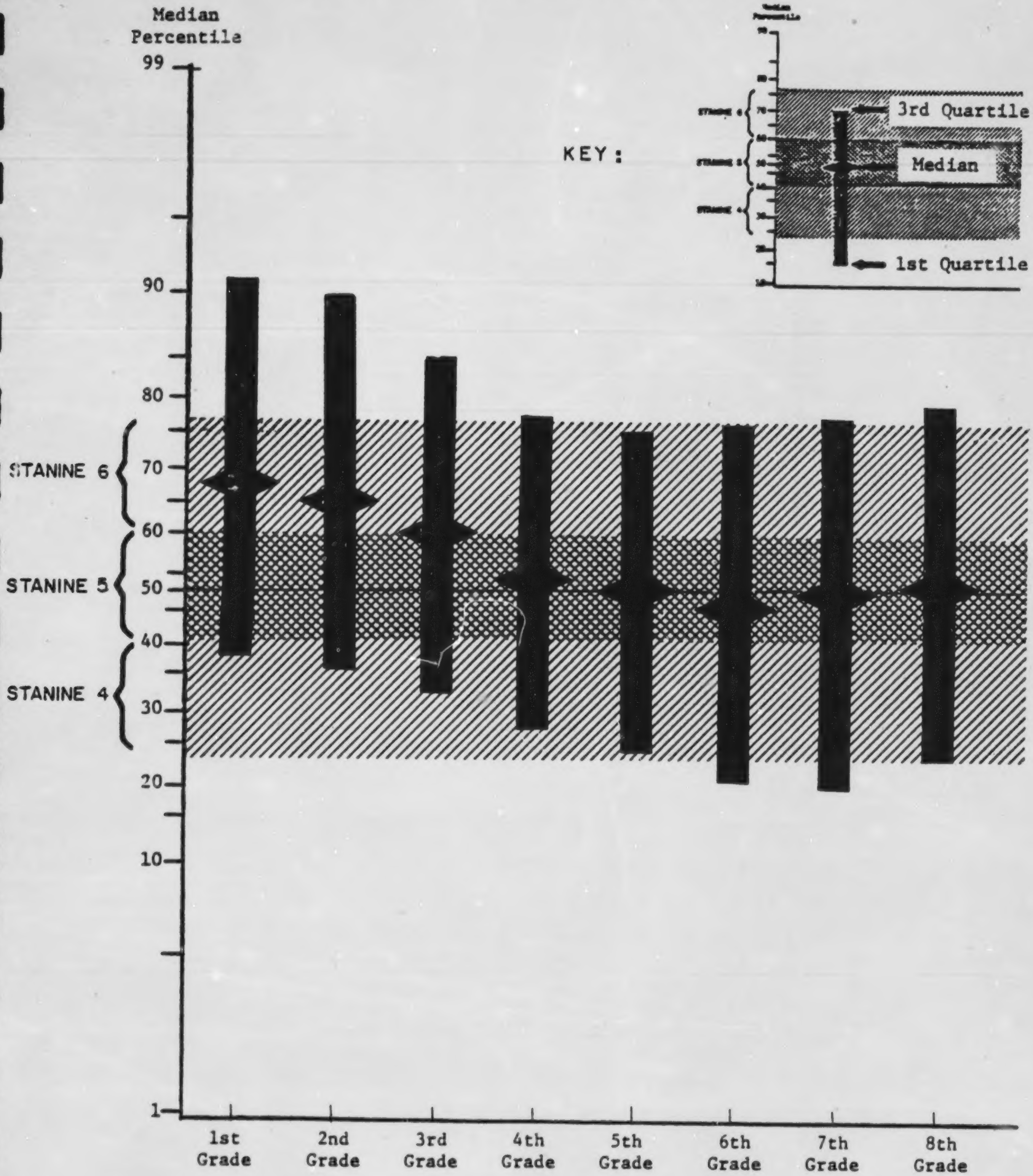


Figure A-6-5

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT READING TOTAL
AS COMPARED TO THE NATIONAL NORMING SAMPLE

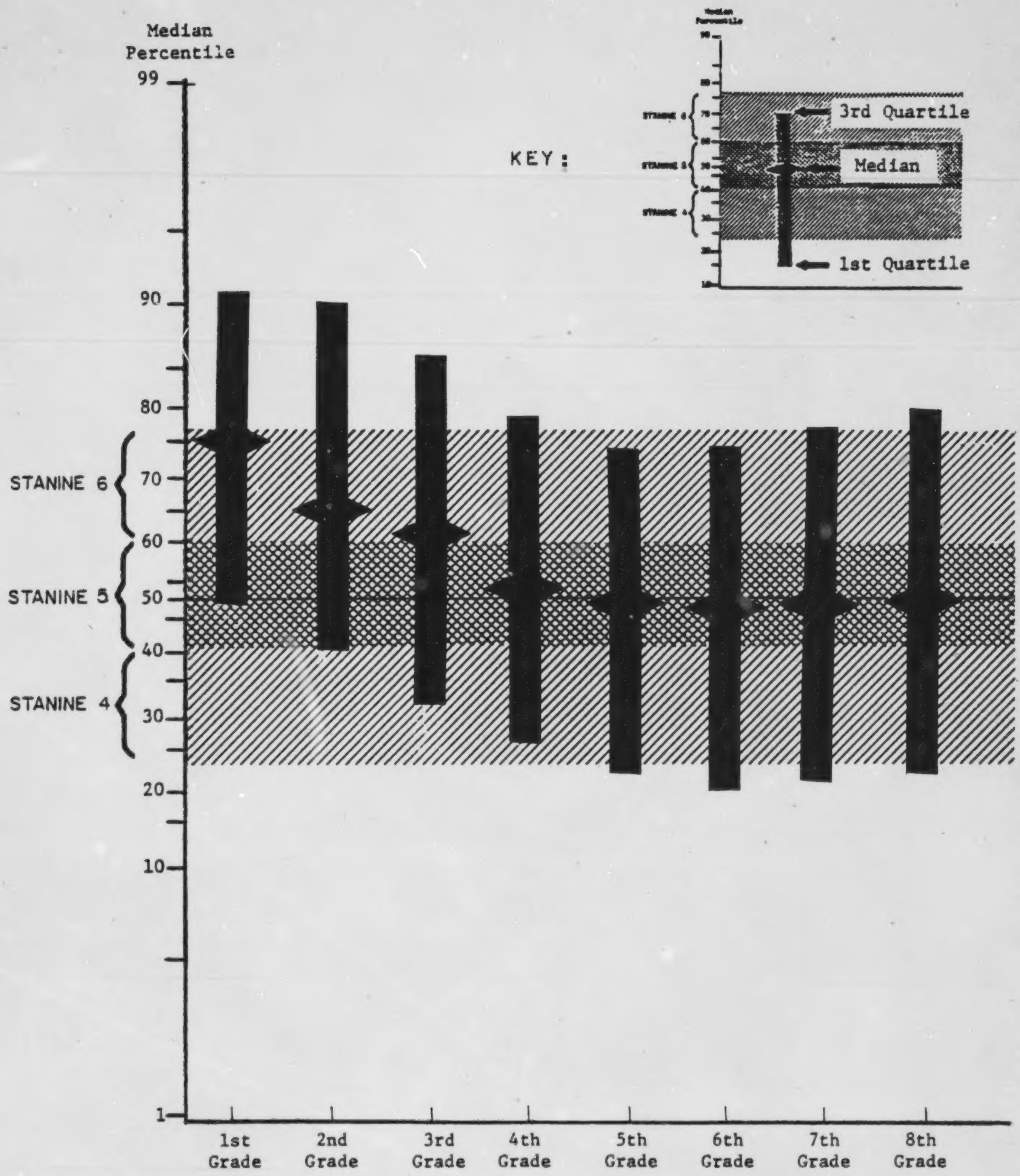


Figure A-6-6

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT MATH COMPUTATION
AS COMPARED TO THE NATIONAL NORMING SAMPLE

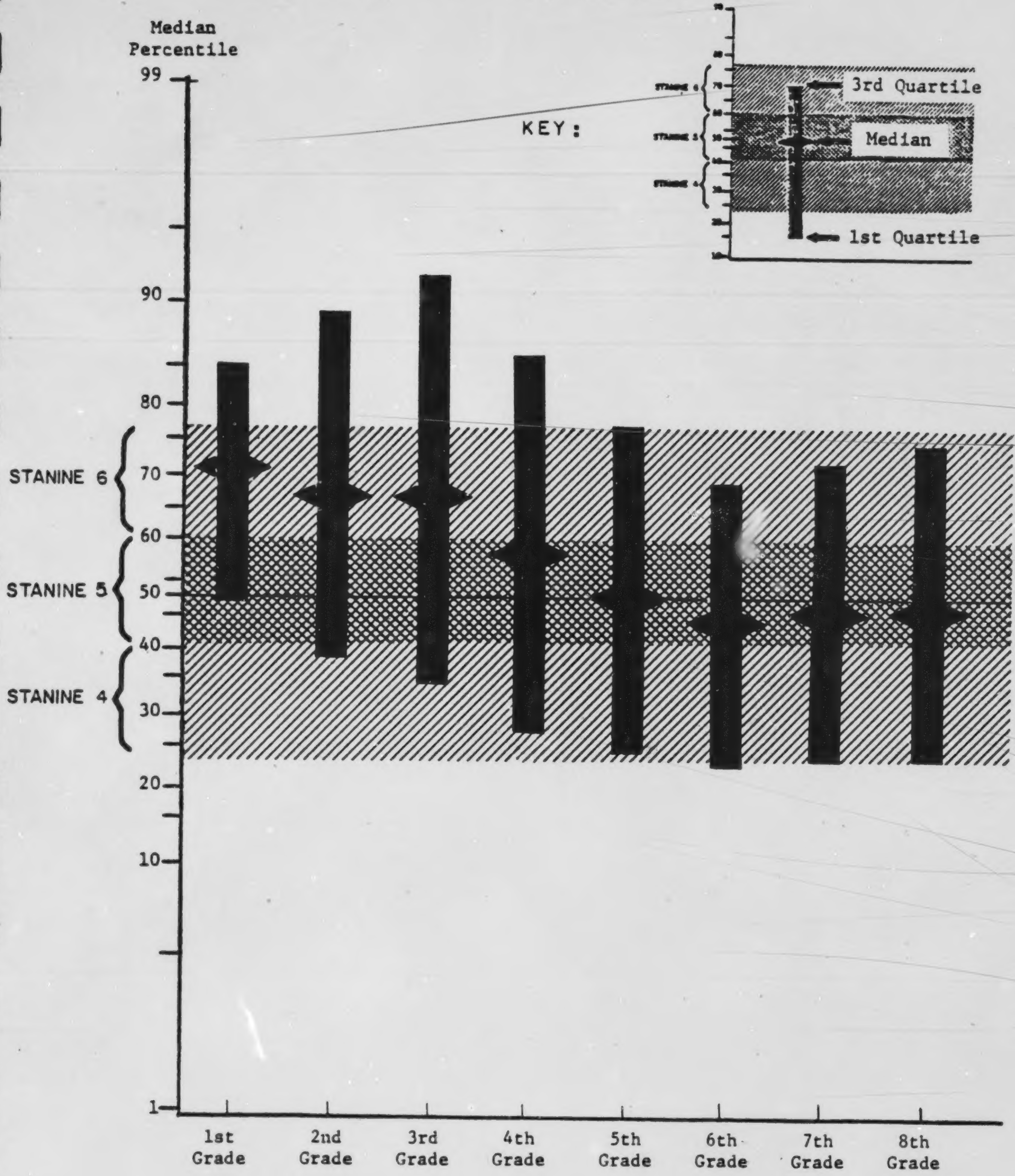


Figure A-6-7

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT MATH CONCEPTS AND PROBLEMS
AS COMPARED TO THE NATIONAL NORMING SAMPLE

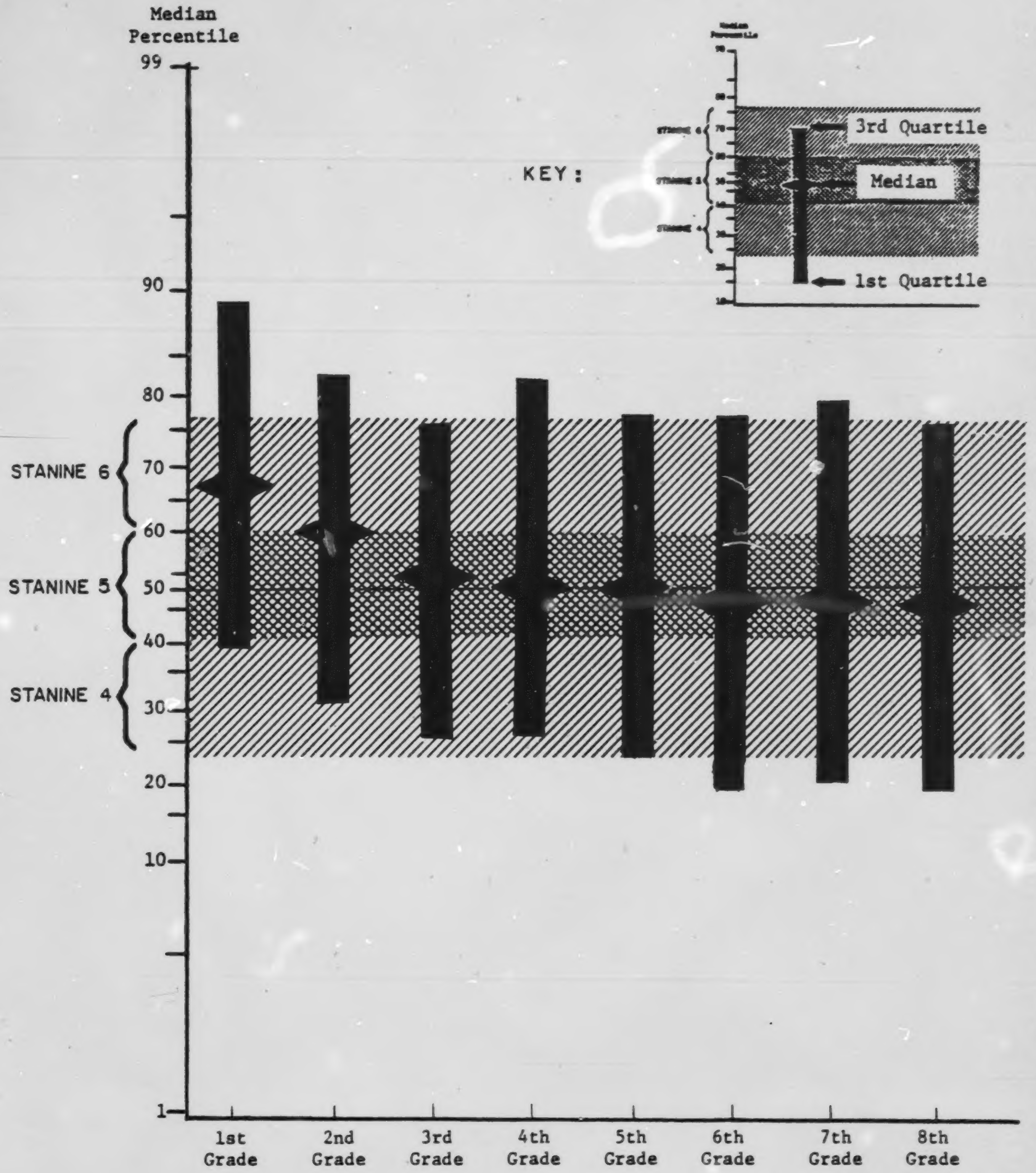


Figure A-6-8

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT MATH TOTAL
AS COMPARED TO THE NATIONAL NORMING SAMPLE

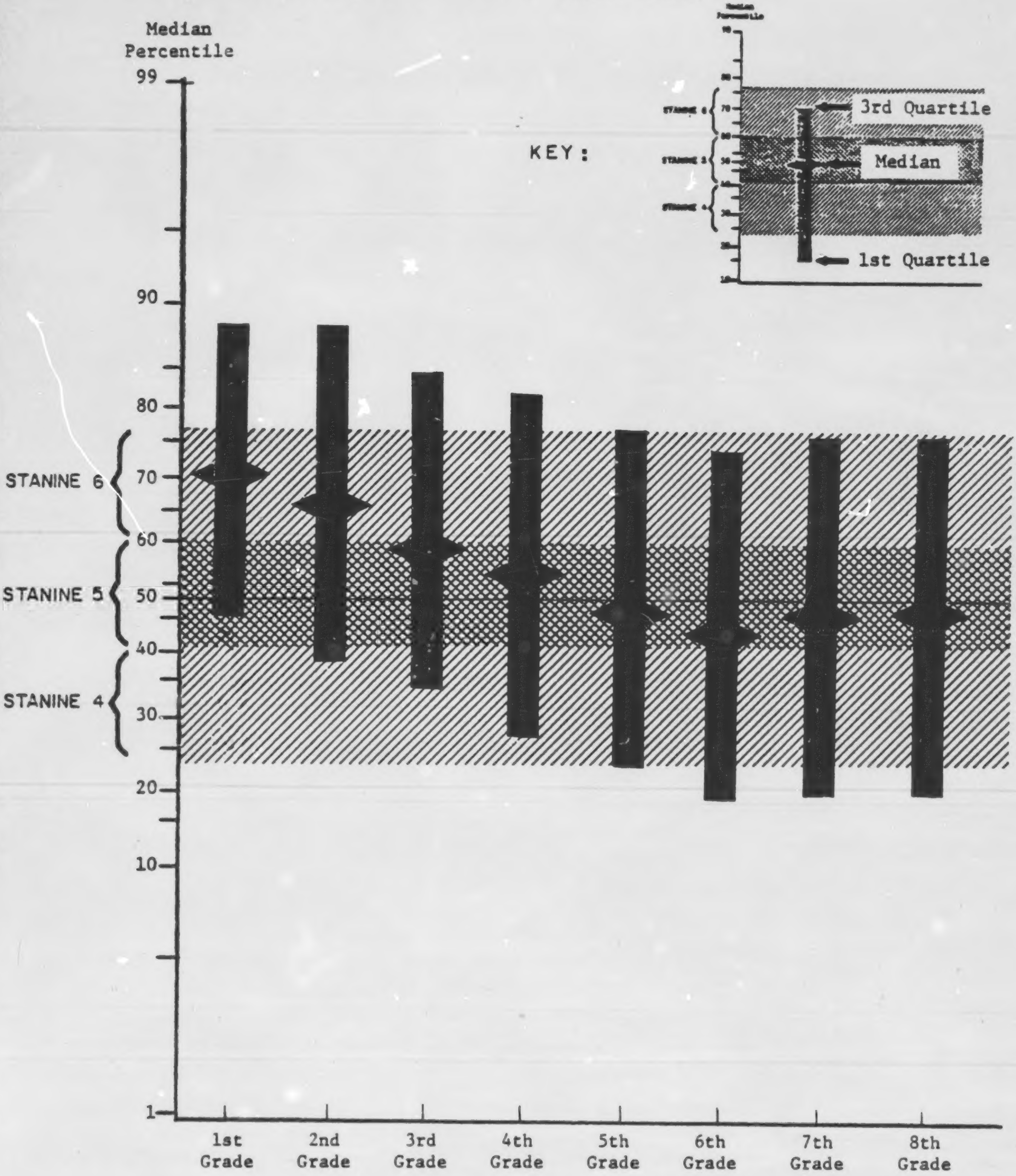


Figure A-6-9

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT READING VOCABULARY
AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

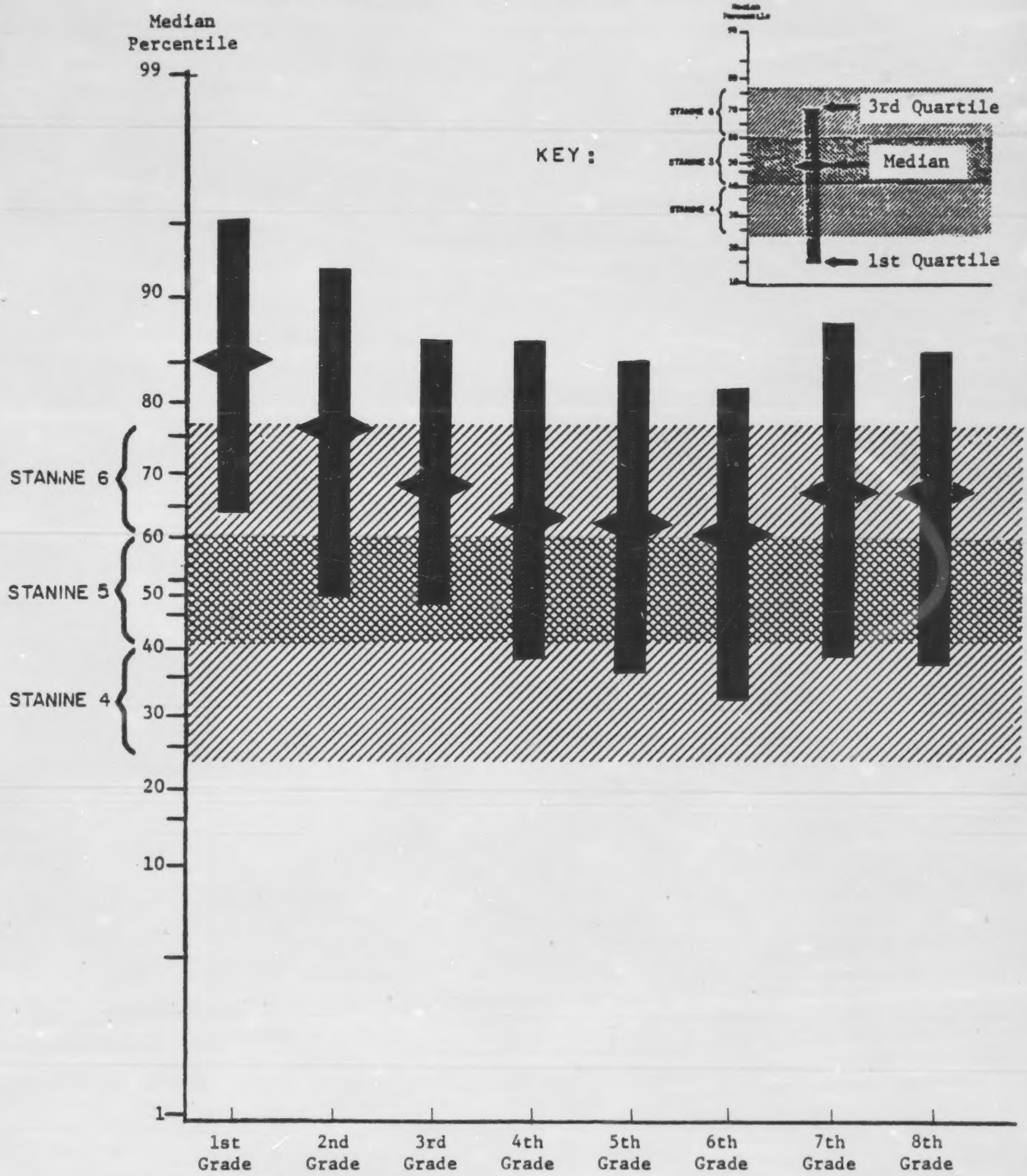


Figure A-6-10
MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT READING COMPREHENSION
AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

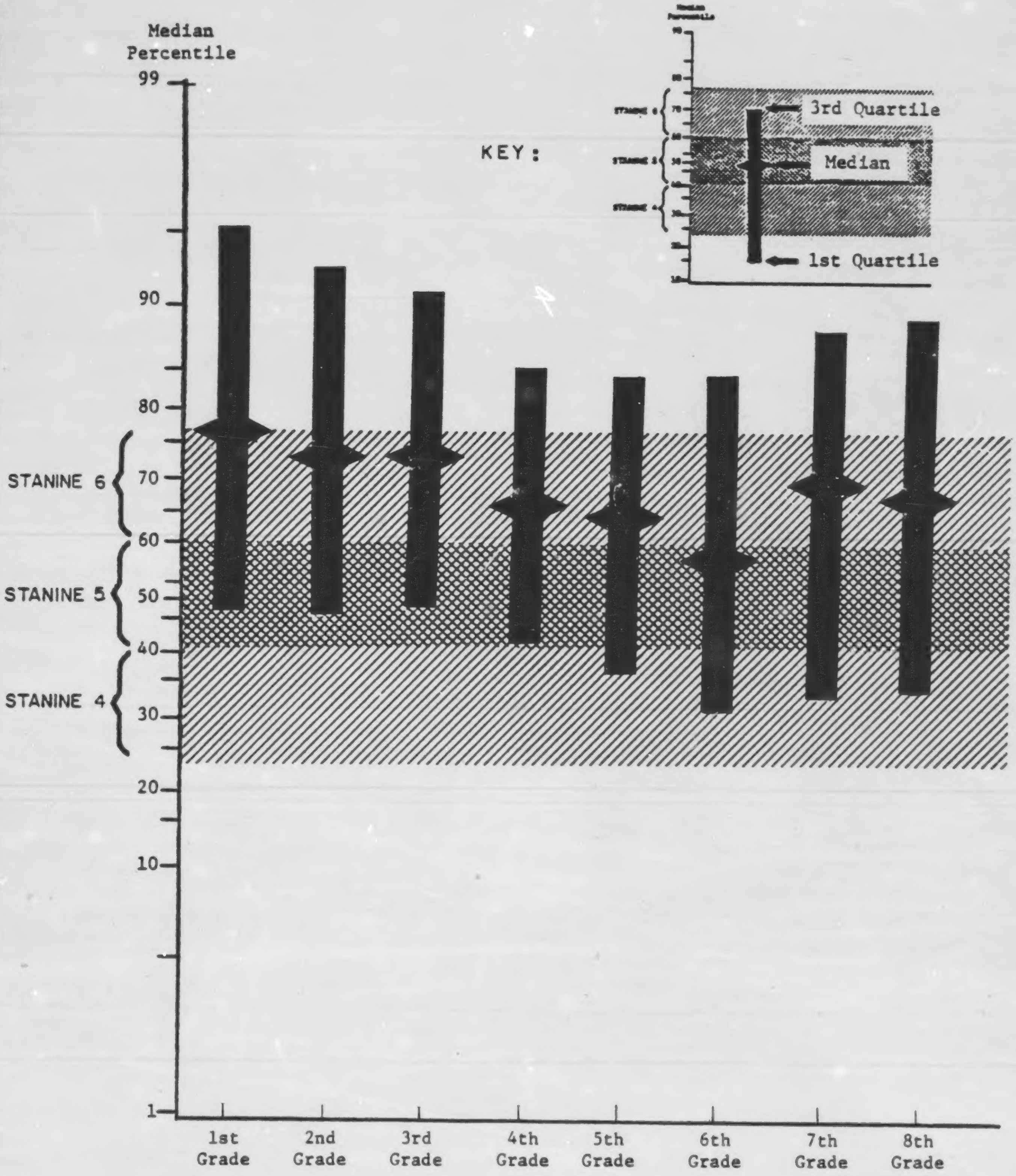


Figure A-6-11

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT READING TOTAL
AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

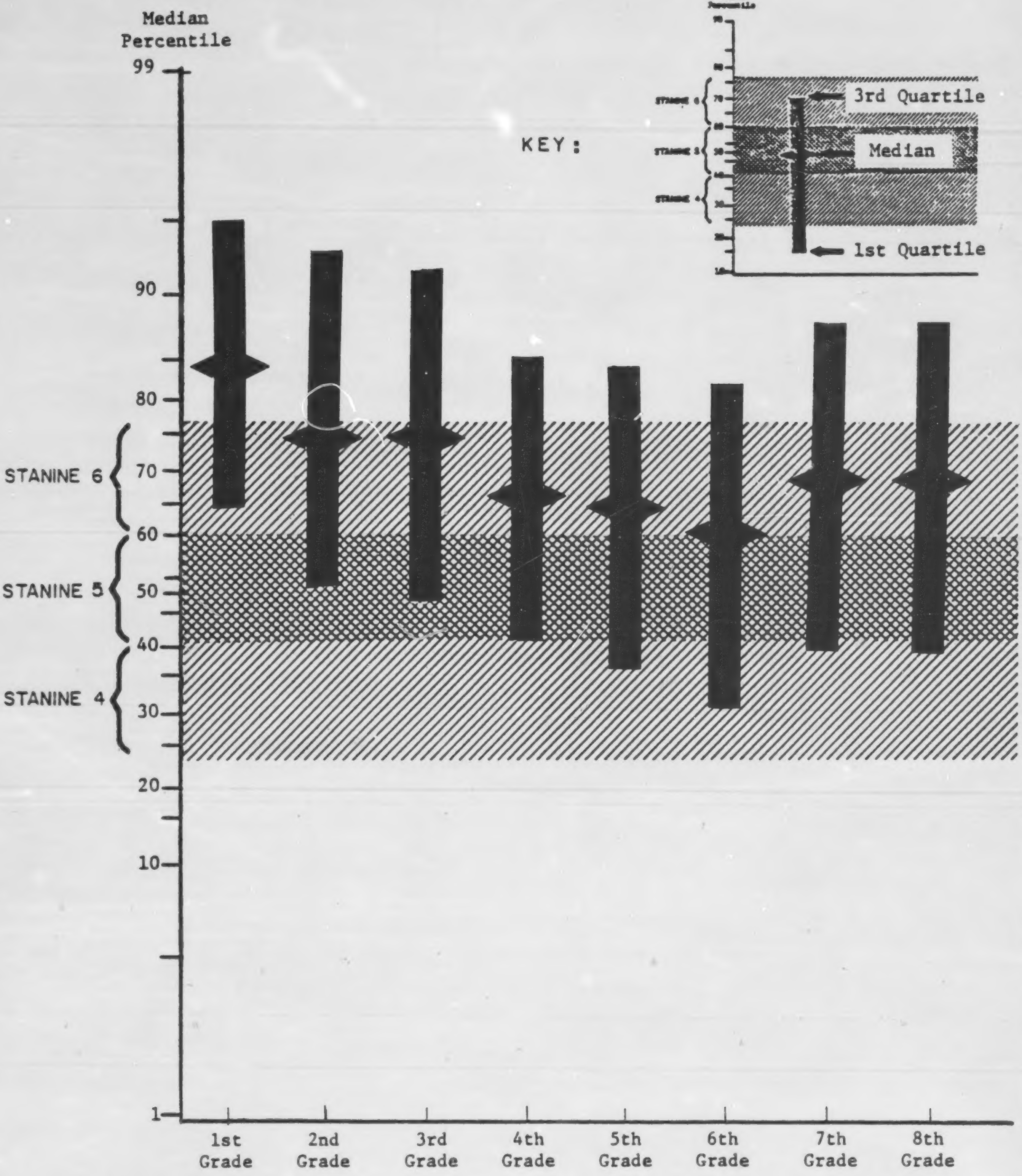


Figure A-6-12

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT MATH COMPUTATION AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

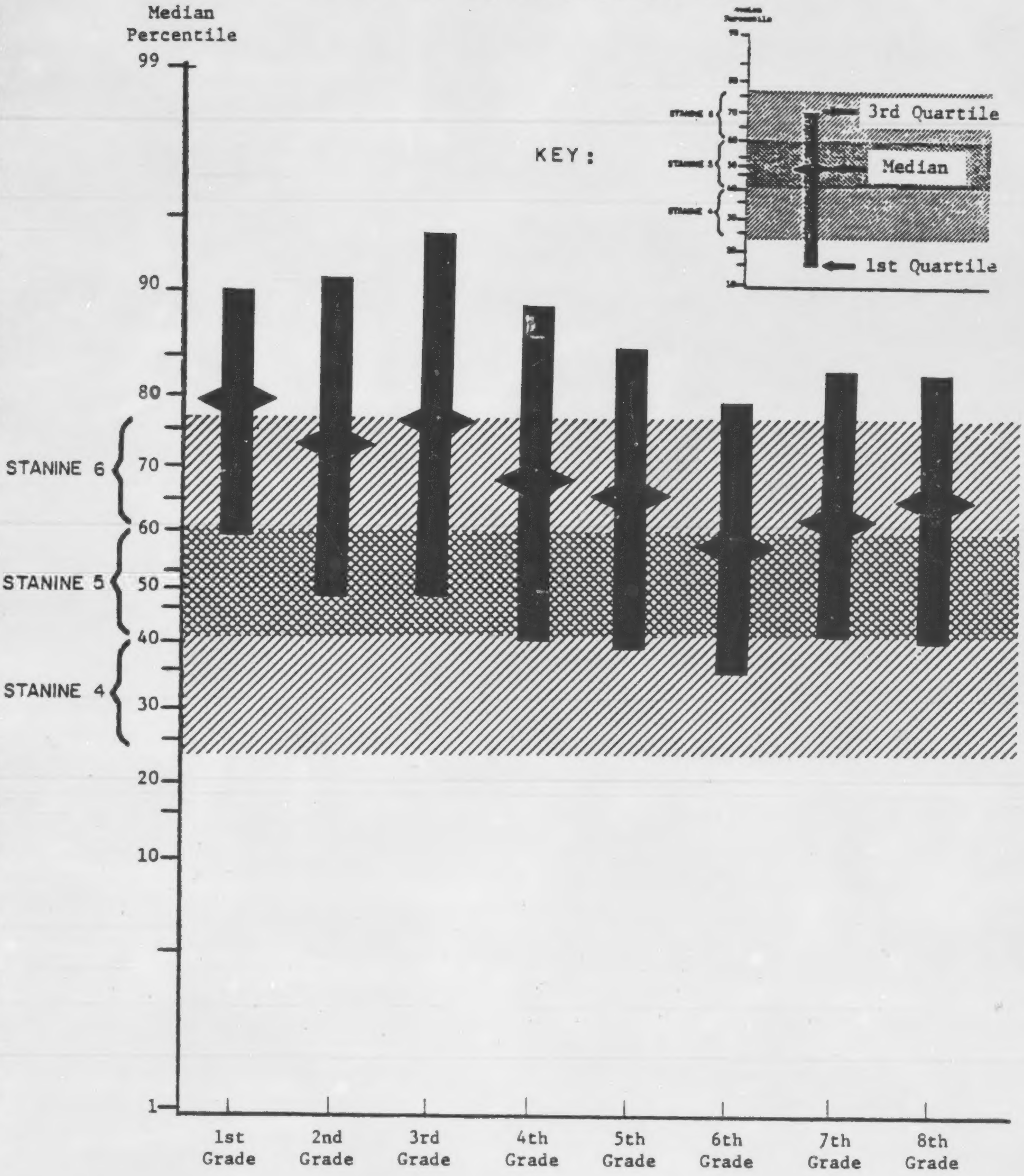


Figure A-6-13

MEDIAN AND QUARTILE PERCENTILE POINTS FOR CAT MATH CONCEPTS AND PROBLEMS AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE

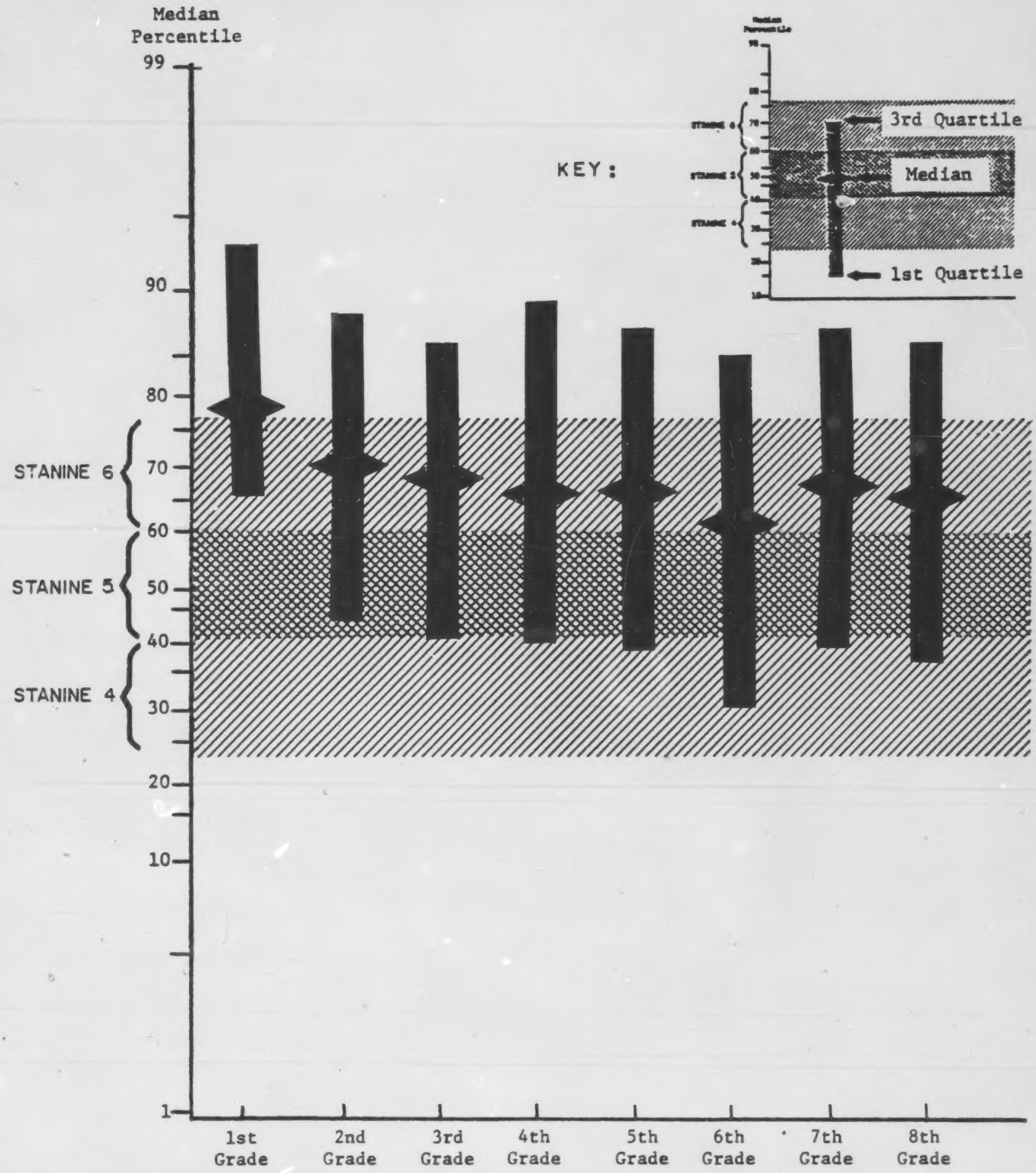
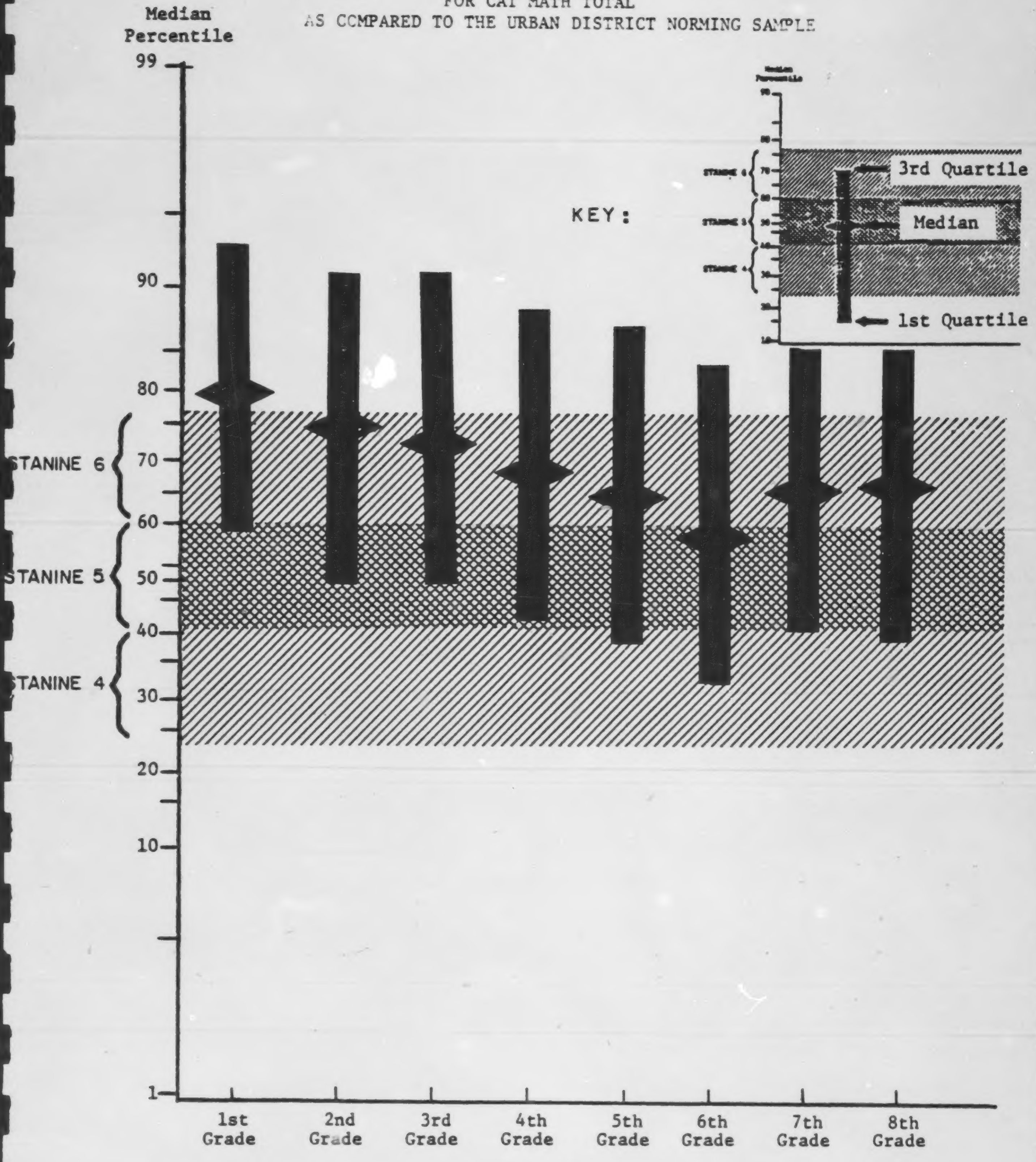


Figure A-6-14

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR CAT MATH TOTAL
AS COMPARED TO THE URBAN DISTRICT NORMING SAMPLE



Appendix B

Sequential Test of Educational Progress

Instrument Description: Sequential Tests of Educational Progress (STEP)

Brief description of the instrument:
The STEP is a battery of achievement tests designed to measure student skills in the academic areas of Reading, English Expression, Mechanics of Writing, Mathematics Computation and Concepts, Social Studies, and Science.

To whom was the Instrument administered?
All high school students in 9 Austin high schools. Only special education students spending more than two hours per day in special education classes and non-English speaking students were exempted from the testing.

How many times was the instrument administered?
Once.

When was the instrument administered?
5 of the high schools administered during the week of April 11. Two high schools administered the tests during each of the two succeeding weeks.

Where was the instrument administered?
In each AISD high school.

Who administered the instrument?
Counselors at each school with teachers acting as monitors, using the school's public address system.

What training did the administrators have?
Inservice from ORE and written instructions including a packet of materials with a checklist to follow and three scripts to use for test administration.

Was the instrument administered under standardized conditions?
Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?
No known problems.

Who developed the instrument?
Educational Testing Service, Princeton, N.J. and Berkeley, California.

What reliability and validity data are available on the instrument?
Extensive tables for each test component in the series may be seen in the Teacher's Manual for Administering and Scoring.

Are there norm data available for interpreting the results?

Norm data are available in the publisher's manual.

APPENDIX B
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 1
(Evaluation Question 1-1)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information to answer Evaluation Question 1-1, stated below:

> How does student achievement in each basic skills area compared with student achievement last year in these basic skills areas?

The basic skills areas referred to in the above evaluation question include very specific skills, such as comprehension of the main idea in a reading passage, or the interpretation of history information. They do not include the broad curriculum areas that would contain these specific skills, such as Reading or Social Studies. Such broad curriculum areas are considered in other parts of this appendix.

PROCEDURE:

Data Collection. All seven STEP tests were administered in a two-day period. The testing schedule that was utilized is described in Figure B-1-1.

Since there were not enough test booklets available for all high school students to be tested simultaneously, different high schools were tested on different days. Figure B-1-2 details the testing days for each school.

All high school students were to be administered the STEP battery, with some authorized exceptions. The following policy was provided to all high schools for determination of those students who could be exempted:

> Students may be exempted.....
>
> .....who are enrolled in a self-contained special education class and some other special education resource students for whom the STEP testing would be disastrously unpleasant. There will, of course, be many special education students who should not be exempted from the testing; these are students who spend less than two hours each day in the Resource Room.

.....who have recently transferred into AISD from a foreign country and who do not yet speak or read English well enough to be able to understand the testing questions.

No other students may be exempted.

Despite the policy regarding mandatory testing of all students except in the two exemption categories described above, many students were not administered the STEP tests. Senior students who would be graduated before the third quarter of the year (the STEP tests were administered during this third quarter) were not tested. Also, any students who transferred out of the district or dropped out of school before mid-April were not tested. Finally, students who were absent during one or both of the testing days were not tested, since no make-up testing adminstrations were provided.

The student absentee problem is a particularly serious one because of the excessive number of absences, especially for 12th grade students. Figure B-1-3 provides specific details regarding the percentages of students who participated in the testing, of students who were exempted from testing, and of students who were absent.

The districtwide summary information displayed in Figure B-1-3 indicates that senior absenteeism is especially serious--only 62% to 68% of AISD seniors participated in the STEP testing. The amount of absenteeism at the lower grades is not as great, but it is still quite large: 79%-83% of 11th grade students took the test, 84% - 86% of the Grade 10 students took the test, and 87%-88% of the Grade 9 students took the test.

To assess the possible biasing effects of this absenteeism, the median percentile score for each STEP test, during the previous year, was computed for those students who also took the STEP tests during the current year. These median percentiles were compared to the districtwide median percentile scores during the 1975-76 year. The results are displayed in Figure B-1-4.

The data in Figure B-1-4 indicate that 1975-76 median percentile scores for students who also participated in the 1976-77 STEP testing are generally higher than are the districtwide 1975-76 median percentile scores. This phenomenon is a commonly occurring one, probably because higher achieving students tend to be those students who do not transfer in or out of the district.

It is significant to note, however, that these differences are about the same for each 1975-76 grades represented in Figure B-1-4. If absenteeism were creating a bias, it is reasonable to assume that the differences between the medians would vary according to the degree of absenteeism. This is not the case. There is therefore no evidence to support the assumption of a biasing influence of absenteeism.

There is a possible bias due to the testing schedule. A reference back to Figure B-1-1 indicates that the testing consisted of about four hours per day for two consecutive days. Because of this concentrated testing schedule, it is possible that student fatigue may have resulted in lower than expected scores for the tests administered in the later part of each day.

This possible fatigue factor was considered in last year's Systemwide Evaluation Technical Report. The evidence available at that time indicated that fatigue was evidently not a strong influence on the testing results. Because of continued concerns in this area, the question of a possible relationship between fatigue and the test results is again considered this year.

Figure B-1-5 is a graphic display of the overall 1976-77 test results, by grade, of the different STEP tests when the sequence of test administration is taken into account. An inspection of this figure would appear to indicate that students do become progressively more tired, with each succeeding test, so that overall test performance becomes lower during the later part of each day.

However, a consideration of other available evidence suggests that even though this fatigue factor may exist, it is definitely not as strong as Figure B-1-5 might suggest. A summary of this evidence is as follows:

- If the fatigue factor were operative, then its effects should be displayed during the second day's testing, as well as during the first day's testing; perhaps even more so. However, Figure B-1-5 clearly indicates that this is not the case; the overall lowering of median percentiles, from the earlier tests of the second day to the later tests of this second day are far less extreme than are the overall lowering of median percentile scores during the first testing day.
- In five instances, the change in median percentile scores from one test to the next administered test during the same day is either zero (12th grade students, between the sixth and seventh tests), or is an increase (12th grade students and 10th grade students, between the third and fourth tests; 11th grade students between the fifth and sixth tests; and 10th grade students between the sixth and seventh tests).
- Some of the differences in STEP median percentiles, which might be considered to be caused by fatigue, also exist in other test administrations in which no fatigue due to test sequencing exists.

For example, the districtwide 9th grade median percentile score for STEP Math Concepts (the first test of the first day) is higher than the districtwide 9th grade median percentile score for STEP Reading (the second test of the first day) and is also higher than the districtwide 9th grade median percentile score for STEP Math Computation (the second test of the second day). But this same phenomenon has occurred in other (non-STEP) testing administrations for which there was little opportunity for fatigue effects to be a debilitating influence. During the 1972-73, 1973-74, and 1974-75 years, Austin 9th grade students were administered the California Achievement Tests. Only the Reading and Mathematics parts of the CAT were administered, and the total administration, including instructions, took little more than two hours. Therefore, fatigue can hardly be considered as a factor in accounting for the differences between the Math Computation, Math Concepts, and Reading CAT tests. Since the 9th Grade STEP testing results in reading and mathematics parallel those CAT results during earlier years for 9th grade, it is probable that the STEP results are basically a reflection of differences in 9th grade students' achievement level in these different curriculum areas, and do not reflect the effect of student fatigue.

Another instance is the SAT testing results for Austin seniors. During the five years from 1971-72 to 1975-76, the percentile corresponding to Austin 12th grade students' SAT Math mean score was 53%ile, and the percentile corresponding to Austin 12th grade students' SAT Verbal mean score was 36%ile. These SAT administrations involve a random ordering of the mathematics and verbal parts of the test so that about half of the Austin seniors took the math test first and the other half took the verbal test first. Consequently, fatigue due to test sequencing cannot be considered as a factor in the relatively higher Austin seniors' performance in mathematics.

Again, as in the previously cited example involving 9th grade CAT testing results, the STEP 12th grade testing results parallel the SAT testing results for seniors. That is, senior performance in the two STEP Math tests (covering roughly the same type of content as is in the SAT Math test) is generally superior to senior performance in the three STEP language tests (which cover roughly the same type of content as is in the SAT Verbal test). Thus in this instance, it is also apparent that differences between the various STEP tests reflect differences in AISD student achievement in the various curriculum areas, and do not reflect the influence of fatigue.

This year, for the first time, preslugged answer sheets were utilized to increase the accuracy of the student and school identifying information which is obtained from these answer sheets, and to reduce the tiresome task of hand bubbling of this necessary information. These preslugged answer sheets, when delivered to the high schools, contained all student and school identifying information already printed and bubbled, by computer. Figure B-1-6 is an example of the type of answer sheet that was used (prior to the preslugging operation).

In order to insure that the preslugged information that was printed/bubbled was correct, computer listings of this information were prepared and delivered to the advisors of each school. (This information was derived from information stored on two student data files maintained by the Data Processing Department--the Student Grade Report File, and the Master Student (HEW) File. Under the supervision of the high school counselors, the advisors reviewed their listings, posted any necessary changes, additions, and deletions, and returned the listings to ORE. These modifications were then posted to ORE's Master Preslugging File, and the corrected file was then utilized to supply the information for the preslugging. Figures B-1-7 and B-1-8 contain the instructions that ORE provided to the counselors and to the advisors in order to execute this review process.

Two points should be observed, regarding these directions:

- Preslugged answer sheets were provided for all students who were members of each high school, including those who were to be exempted from the testing for special education or non-English-speaking reasons. The instructions provided to the schools required the schools to mark the "Special Code Z" field on the front page of the answer sheets for these students, in a way so that answer sheets could be separated by the computer and counted, but not scored. The "% of Students Exempted" columns of Figure B-1-3 are based on these counts. The STEP testing results which were reported back to the schools and the results which are contained in the Appendix do not include students for whom the answer sheets were marked as exempted students.

- The testing administration procedures also allowed for advisors who detected a student taking a test or tests under possibly invalidating circumstances (e.g., a student with poor vision whose glasses had broken, or a student unable to concentrate due to a serious illness in the family) to mark that student's answer sheet to signify this fact. The "Special Circumstances" fields, on the front page of the answer sheet, are where such marks would be placed. Each advisor was provided with a Special Circumstances Log on which the details of each such circumstance could be described in detail. These logs were filed on each campus for later use.

All STEP testing reports provided back to the schools which contained such individual student results were flagged with an asterisk (*). By this means, counselors and teachers who used these reports in later years would know that some unusual circumstance had occurred, and could consult the special circumstances logs to obtain more details on the situation.

However, the summary testing results described in this appendix ignore these flags and report on all students, whether or not any special circumstances had occurred. This is because the norming sample was based on all students tested.

Analyses. Each of the STEP tests that were administered may be subclassified into several distinct categories of skills. Each of these skills is conceptually different from the others. Because students may be more capable in some of these skill areas than in others, and because it is possible that the AISD curriculum may emphasize some skills more than others, it is appropriate to consider districtwide achievement in each of these skills as a separate entity.

Educational Testing Service, the publisher of the STEP, has provided a classification of all of the test items into a set of different skills. Each skill consists of from 2 to 30 or 40 of the test items. Their classification scheme is utilized in the discussion below, except for the Reading and English Expression tests. For these two tests, the instructional coordinators recommended a reclassification. These reclassifications, rather than the ones provided by the publisher, have been employed.

For each grade and skills area, the overall AISD achievement was computed as follows. For each item in that skills area, the percentage of students in that grade who answered the item correctly was computed. The average of the percentages across all items in the skills area is used as an indicator of AISD performance in that skills area. This is referred to as the "average percent correct" in the discussions and figures that follow. The average, rather than the median, has been used for reasons that are discussed in more detail in Part 2 of Appendix A.

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FINDINGS:

Figures B-1-15 through B-1-38 detail the results of amount of change in average percent correct in each skills area, by grade.

Within each broad curriculum area, what skills are evidencing the greatest improvement? What skills are evidencing the least improvement? Information regarding this question was obtained by averaging, for each skills area within a major curriculum area, the average percent correct for each skills area, across all grades. The rank ordering of these averages, within each major curriculum area, provide the results. Figures B-1-39 through B-1-44 detail these results.

- In reading, the greatest overall improvement occurred in the comprehension of character analysis. The least overall improvement occurred in vocabulary and in drawing conclusions and making inferences.

- In English Expression, the greatest overall improvement occurred in comparisons and in parallelism. The least overall improvement occurred in agreement and case (a decline was evident in this skill) and in modifier placement.

- In social studies, the greatest overall improvement occurred in interpreting political science information, interpreting geography information, and in evaluation of political science information. The least overall improvement occurred in interpreting history information (a decline was evident in this skill) and in evaluation of economics information.

- In science, the greatest overall improvement occurred in the understanding of biology content, the understanding of earth sciences content, in comprehension skills, and in application skills. The least overall improvement occurred in the understanding of physics content and in the use of higher level skills.

- In mathematics, the greatest overall improvement occurred in the computations with whole numbers and the computations with decimals and percents. The least overall improvement occurred in the computations with denominate numbers.

What skills, across all broad curriculum areas, have declined for one or more grades? Certain skills, in certain areas, deserve special mention because performance in these skills, during this year, has declined from performance last year. These skills are listed below:

- Reading/Comprehension of Tone and Mood, 9th grade
- English Expression/Agreement and Case, 11th grade
- English Expression/Modifier Placement, 9th grade
- English Expression/Clauses and Phrases, 9th grade
- English Expression/Parallelism, 9th grade

- Social Studies/Organizing Information, 11th grade
- Social Studies/Interpreting History Information, 9th grade and 11th grade
- Social Studies/Evaluating Economics Information, 10th grade
- Math/Computations with Fractions, 10th grade
- Math/Computations with Denominate Numbers, 10th grade and 12th grade
- Math/Elementary Algebraic Manipulations, 10th grade
- Math/Recall of Facts and/or Perform Math Manipulations, 9th grade

Figure B-1-1

SEQUENCE OF STEP TESTING

1st Day		2nd Day	
8:40-9:00	Distribute materials; general instructions	8:40-9:00	Distribute materials; general instructions
9:00-9:40	Math Concepts Test	9:00-10:00	Science Test
9:40-9:45	Break	10:00-10:05	Break
9:45-10:35	Reading Test	10:05-10:50	Math Computation Test
10:35-10:50	Break	10:50-11:05	Break
10:50-11:35	Mechanics of Writing Test	11:05-12:10	Social Studies Test
11:35-11:40	Break	12:10-12:20	Collect materials
11:40-12:25	English Expression Test		
12:25-12:35	Collect Test Materials		

Figure B-1-2

STEP TESTING DAYS FOR HIGH SCHOOLS

High School	Testing Days
Austin	April 13-14
Johnston	
LBJ	
Reagan	
Travis	
Lanier	April 20-21
McCallum	
Anderson	April 25-26
Crockett	April 26-27

Figure B-1-3

INVENTORY OF STUDENTS[1] TAKING THE STEP TESTS, EXEMPTED FROM TESTING, AND ABSENT

School	Grade	Membership[2] During Test Period	% of Students[3] Taking Tests		% of Students[4] Exempted		% of Students Absent	
			1st Test 1st Day	2nd Test 2nd Day	Special Education	Foreign Language	First Test[5] First Day	Last Test[6] 2nd Day
Anderson	9	547	89.0%	86.7%	0.0%	0.0%	11.0%	13.3%
	10	616	84.1%	76.9%	0.5%	0.2%	15.2%	22.4%
	11	618	70.7%	65.7%	0.0%	0.2%	29.3%	34.1%
	12	464	47.4%	32.1%	0.0%	0.0%	52.6%	67.9%
Austin	9	596	90.8%	91.1%	1.2%	0.0%	8.0%	7.7%
	10	457	92.8%	90.4%	1.1%	0.0%	6.1%	8.5%
	11	410	83.4%	81.2%	2.2%	0.2%	14.2%	16.4%
	12	296	57.8%	51.0%	2.4%	0.0%	39.8%	46.6%
Crockett	9	871	90.0%	90.4%	1.4%	0.0%	8.6%	8.2%
	10	975	80.3%	80.7%	1.1%	0.1%	18.5%	18.1%
	11	625	88.5%	87.0%	0.5%	0.3%	10.7%	12.2%
	12	459	85.0%	81.9%	0.0%	0.2%	14.8%	17.9%
Johnston	9	477	74.0%	73.0%	4.6%	0.0%	21.4%	22.4%
	10	299	84.6%	83.3%	4.4%	0.0%	11.0%	12.3%
	11	261	89.3%	84.3%	1.9%	0.0%	8.8%	13.8%
	12	209	71.3%	67.5%	5.3%	0.0%	23.4%	27.2%
Lanier	9	551	87.7%	87.5%	2.2%	0.0%	10.1%	10.3%
	10	542	88.9%	89.3%	1.1%	0.0%	10.0%	9.6%
	11	485	80.6%	78.4%	1.0%	0.0%	18.4%	20.6%
	12	376	64.9%	62.5%	0.3%	0.0%	34.8%	37.2%
LBJ	9	442	93.0%	90.0%	1.6%	0.0%	5.4%	8.4%
	10	436	87.8%	85.1%	1.6%	0.0%	10.6%	13.3%
	1	433	90.1%	84.8%	0.7%	0.0%	9.2%	14.5%
	12	299	78.6%	72.6%	1.0%	1.0%	20.4%	26.4%

(continued next page)

INVENTORY OF STUDENTS[1]
TAKING THE STEP TESTS, EXEMPTED FROM TESTING, AND ABSENT

SCHOOL	GRADE	MEMBERSHIP[2] DURING TEST PERIOD	% of STUDENTS[3] TAKING TESTS		% of STUDENTS[4] EXEMPTED		% of STUDENTS ABSENT	
			1st Test 1st Day	2nd Test 2nd Day	Special Education	Foreign Language	First Test[5] First Day	Last Test[6] 2nd Day
McCallum	9	417	89.7%	87.8%	2.6%	0.2%	7.5%	9.4%
	10	361	85.3%	85.0%	1.9%	0.6%	12.2%	12.5%
	11	336	87.5%	84.8%	2.7%	0.3%	9.5%	12.2%
	12	218	83.0%	82.1%	1.4%	0.0%	15.6%	16.5%
Reagan	9	499	86.4%	86.6%	3.0%	0.0%	10.6%	10.4%
	10	435	90.1%	86.4%	0.5%	0.0%	9.4%	13.1%
	11	449	77.1%	68.4%	1.6%	0.0%	21.3%	30.0%
	12	249	65.1%	59.4%	2.4%	0.4%	32.1%	37.8%
Travis	9	513	89.3%	87.1%	2.7%	0.0%	8.0%	10.2%
	10	443	87.1%	86.5%	1.8%	0.0%	11.1%	11.7%
	11	464	81.9%	80.2%	1.1%	0.0%	17.0%	18.7%
	12	248	71.8%	65.3%	0.0%	0.0%	28.2%	34.7%
DISTRICTWIDE	9	4913	88.0%	87.0%	2.0%	0.1%	10.0%	11.0%
	10	4564	86.1%	84.2%	1.4%	0.1%	12.4%	14.3%
	11	4081	82.5%	78.8%	1.1%	0.1%	16.3%	20.0%
	12	2818	68.5%	62.4%	1.1%	0.2%	30.2%	36.3%

---

[1] All percentages are rounded to the nearest tenth.

[2] Membership data is based on number of students enrolled as of April 22, 1977, as reported by the Department of Pupil Services. These data do not include seniors who were graduated prior to the beginning of the third quarter of the year.

[3] These percentages are based on a count of the number of answer sheets returned to ORE for scoring and for which the particular STEP test was marked, indicating student presence during the administration of that particular test and that the student was not exempted for special education or foreign language reasons.

[4] These percentages are based on a count of the number of answer sheets returned to ORE for scoring and for which exempted status was indicated. The percentage is computed as:

% = # of answer sheets for that grade ÷ membership for that grade.

[5] This percentage is computed as:

% = 100% - % of students taking 1st test on 1st day - % of students exempt for spec. ed. or lang. reasons.

[6] This percentage is computed as:

% = 100% - % of students taking last test on 2nd day - % of students exempt for spec. ed. or lang. reasons.

Figure B-1-4

DIFFERENCES IN STEP ACHIEVEMENT
BETWEEN 1975-76 DISTRICTWIDE MEDIANS
AND 1975-76 MEDIANS OF STUDENTS
WHO WERE ADMINISTERED THE STEP IN 1976-77

TEST	9th Grade in 1975-76			10th Grade in 1975-76			11th Grade in 1975-76		
	District-wide	Students who also took the test in the 10th Grade	Difference	District-ide	Students who also took the test in the 11th Grade	Difference	District-wide	Students who also took the test in the 12th Grade	Difference
Reading	33	41	+8	39	47	+8	41	47	+6
Mechanics of Writing-Total	30	34	+4	29	31	+2	35	39	+4
English Expression	29	31	+2	32	34	+2	33	37	+4
Math Computation	31	39	+8	39	45	+6	44	53	+9
Math Concepts	42	48	+6	49	54	+5	48	57	+9
Science	34	42	+8	41	48	+7	44	49	+5
Social Studies	32	34	+2	38	43	+5	44	50	+6
MEDIAN DIFFERENCE			+6	MEDIAN DIFFERENCE		+5	MEDIAN DIFFERENCE		+6

Figure B-1-5

RELATIONSHIP BETWEEN 1976-77 MEDIAN PERCENTILE SCORES
OF STEP TESTS ADMINISTERED DURING DIFFERENT DAYS
AND AT DIFFERENT TIMES OF THE DAY

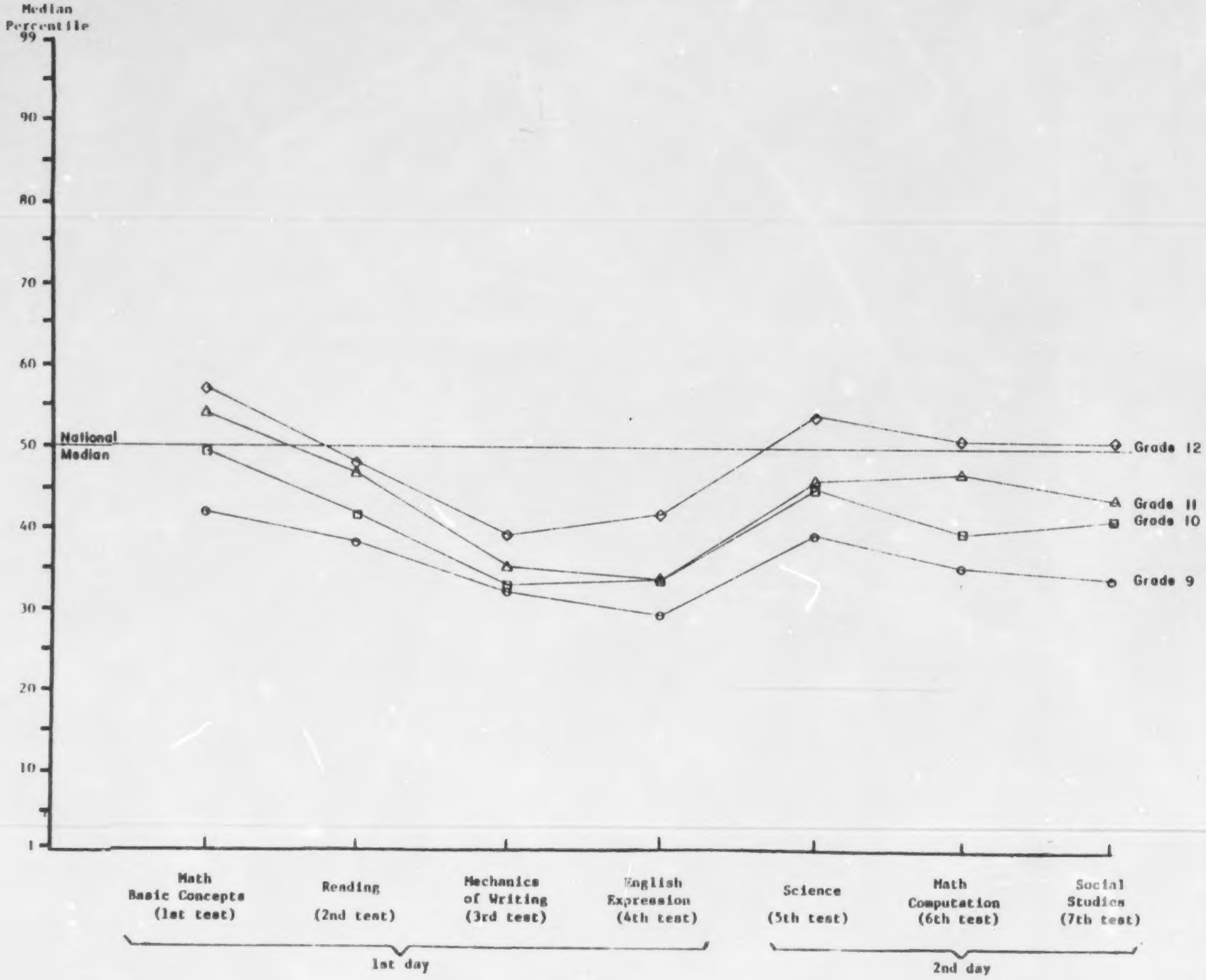
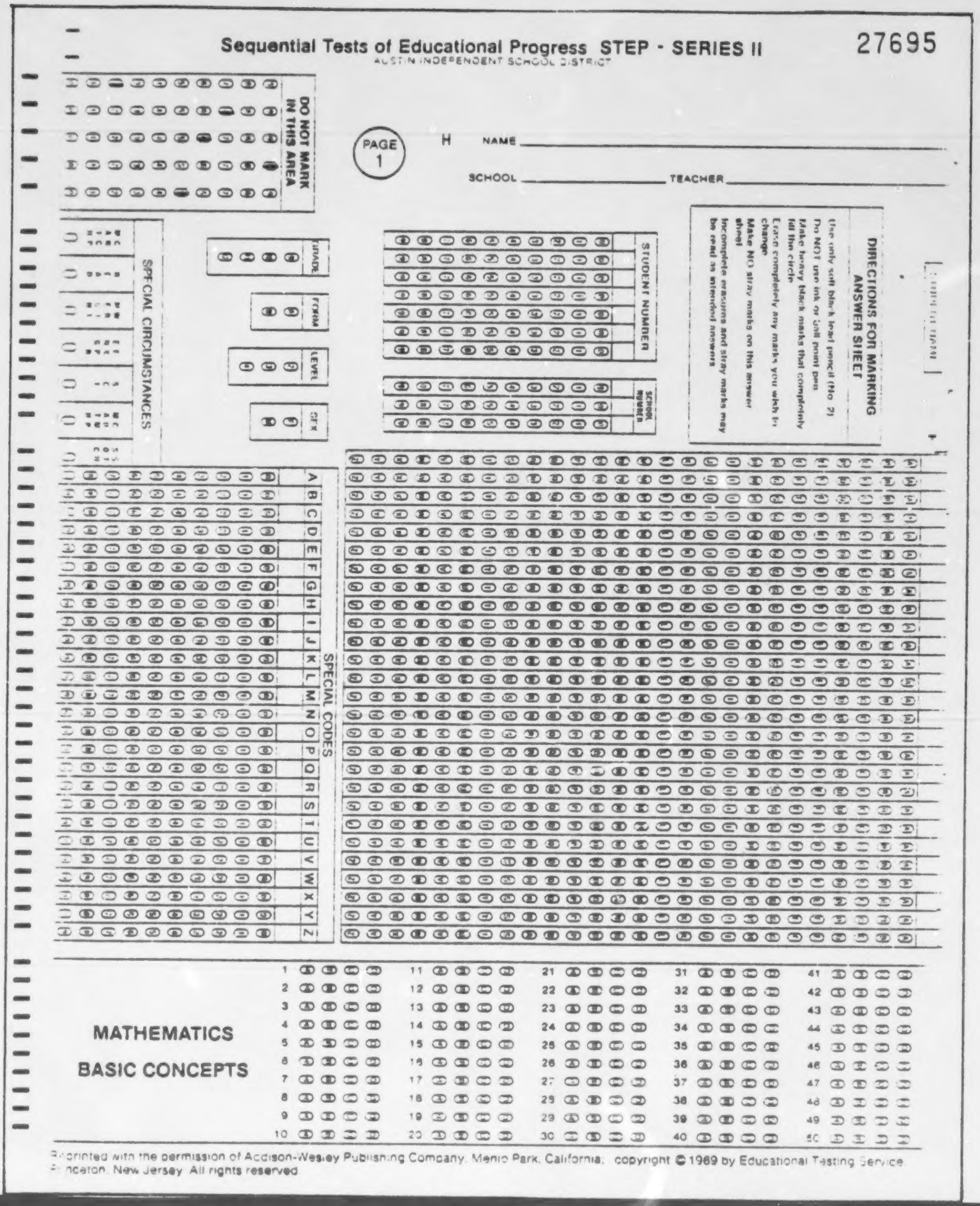


Figure B-1-6

ANSWER SHEET USED
FOR STEP TESTING



Sequential Tests of Educational Progress STEP - SERIES II 27695

AUSTIN INDEPENDENT SCHOOL DISTRICT

DO NOT MARK IN THIS AREA

PAGE 1

H NAME ____________

SCHOOL ____________ TEACHER ____________

DIRECTIONS FOR MARKING ANSWER SHEET

Use only soft black lead pencil (No. 2)
Do NOT use ink or ball point pen
Make heavy black marks that completely fill the circle
Erase completely any marks you wish to change
Make NO stray marks on this answer sheet
Incomplete erasures and stray marks may be read as intended answers

GRADE

FORM

LEVEL

SEX

STUDENT NUMBER

SCHOOL NUMBER

SPECIAL CIRCUMSTANCES

SPECIAL CODES

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

MATHEMATICS

BASIC CONCEPTS

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

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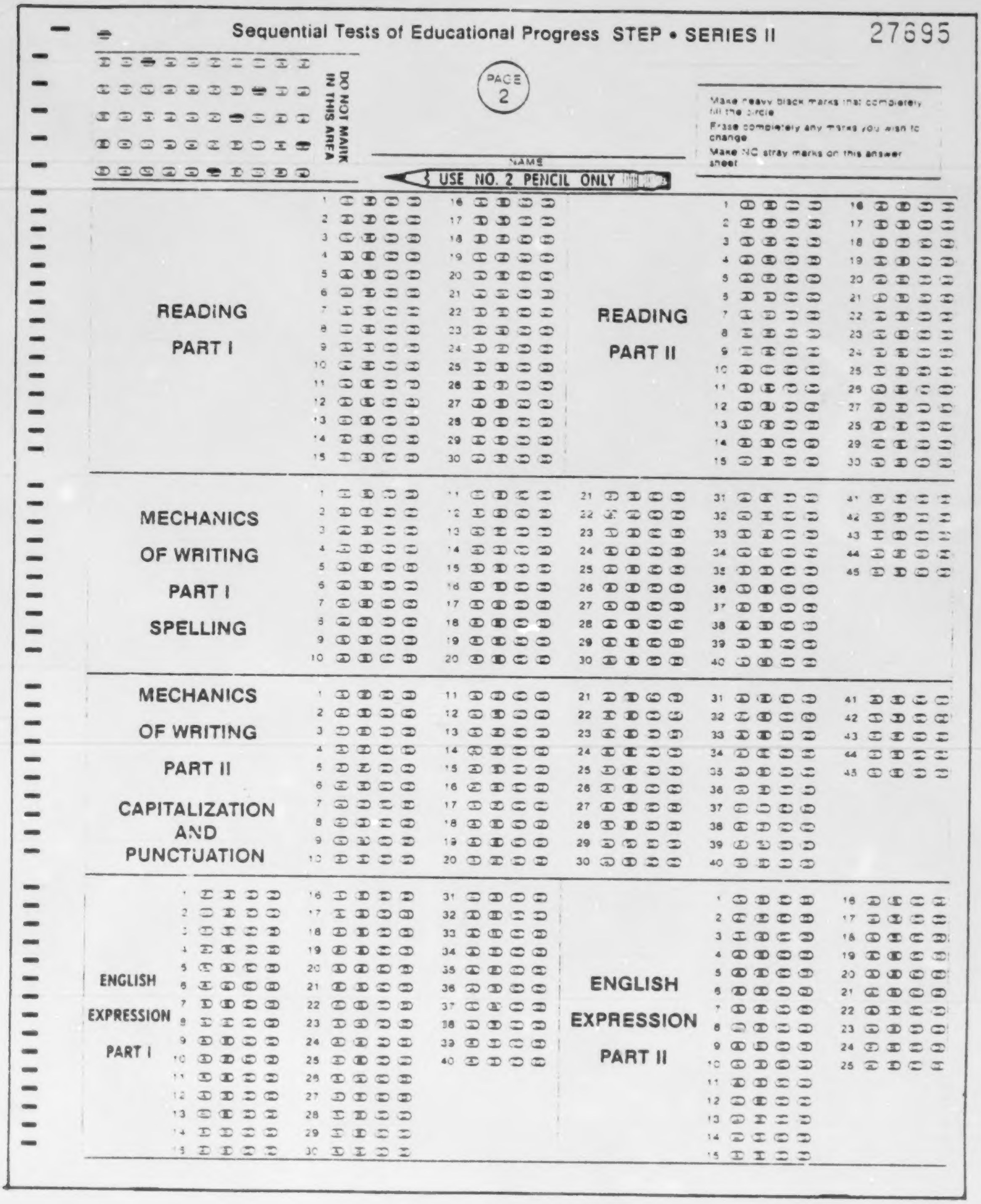
Figure B-1-6 (continued)

ANSWER SHEET USED
FOR STEP TESTING



Sequential Tests of Educational Progress STEP • SERIES II 27695

DO NOT MARK IN THIS AREA

PAGE 2

NAME

USE NO. 2 PENCIL ONLY

Make heavy black marks that completely fill the circle

Erase completely any marks you wish to change

Make NO stray marks on this answer sheet

READING PART I

READING PART II

MECHANICS OF WRITING PART I SPELLING

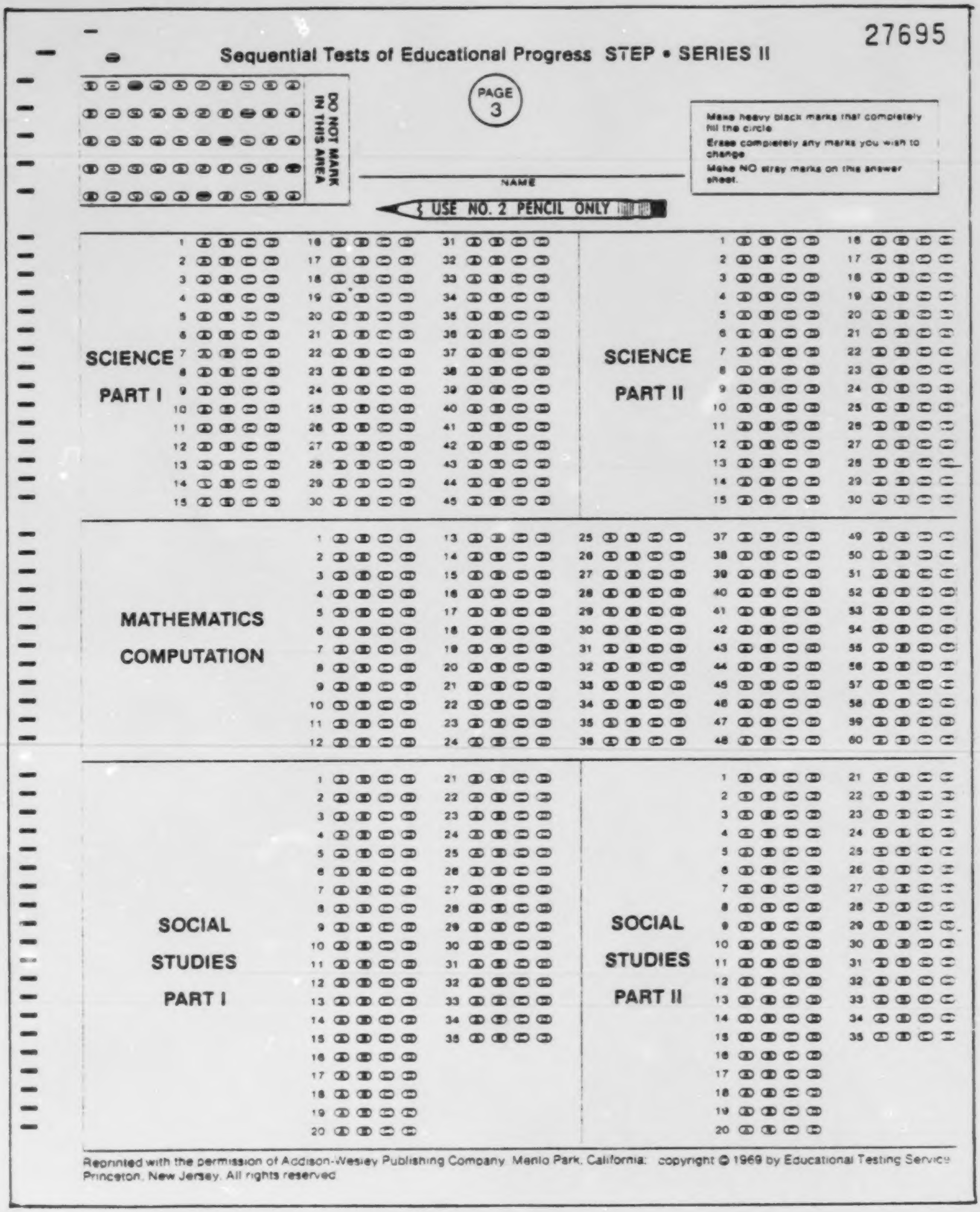
MECHANICS OF WRITING PART II CAPITALIZATION AND PUNCTUATION

ENGLISH EXPRESSION PART I

ENGLISH EXPRESSION PART II

Figure B-1-6 (continued)

ANSWER SHEET USED
FOR STEP TESTING



27695

Sequential Tests of Educational Progress STEP • SERIES II

DO NOT MARK IN THIS AREA

PAGE 3

NAME

USE NO. 2 PENCIL ONLY

Make heavy black marks that completely fill the circle.
Erase completely any marks you wish to change.
Make NO stray marks on this answer sheet.

SCIENCE PART I

SCIENCE PART II

MATHEMATICS COMPUTATION

SOCIAL STUDIES PART I

SOCIAL STUDIES PART II

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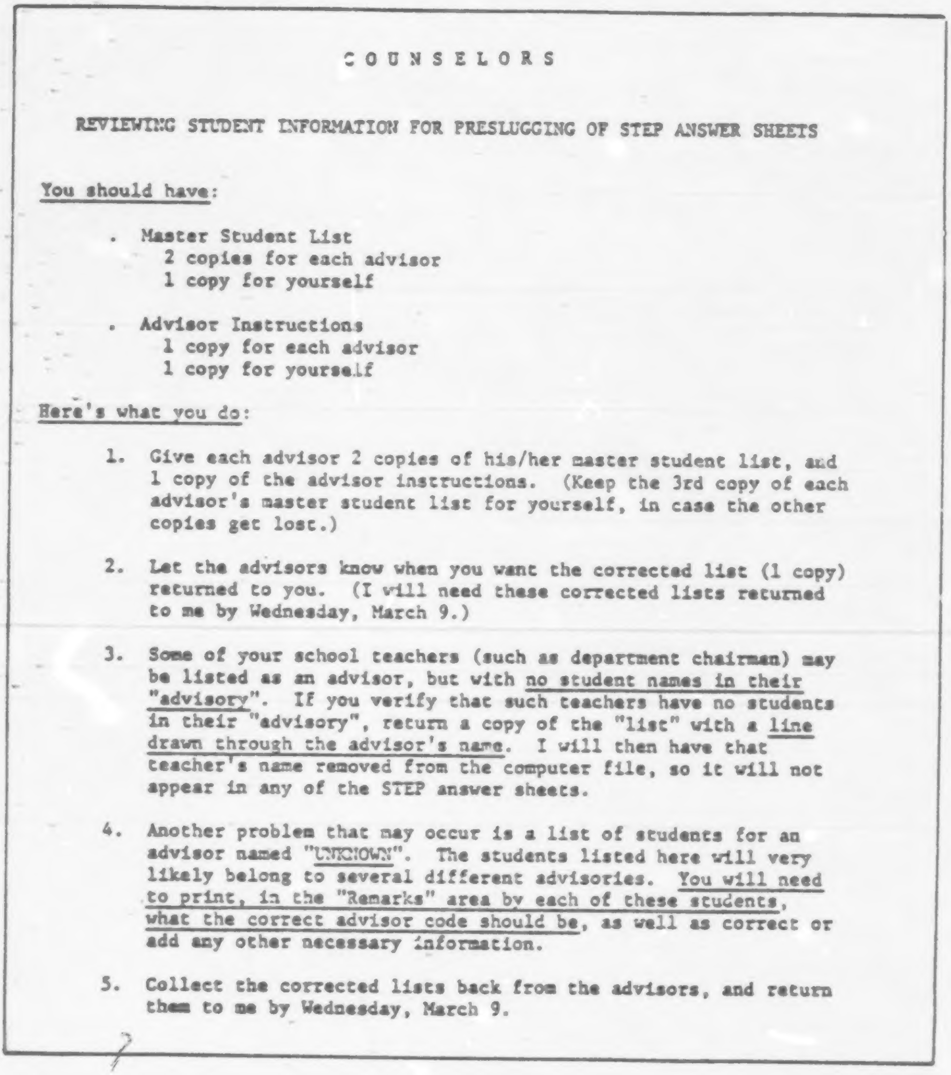
Figure B-1-7

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON STEP ANSWER SHEETS



COUNSELORS

REVIEWING STUDENT INFORMATION FOR PRESLUGGING OF STEP ANSWER SHEETS

You should have:

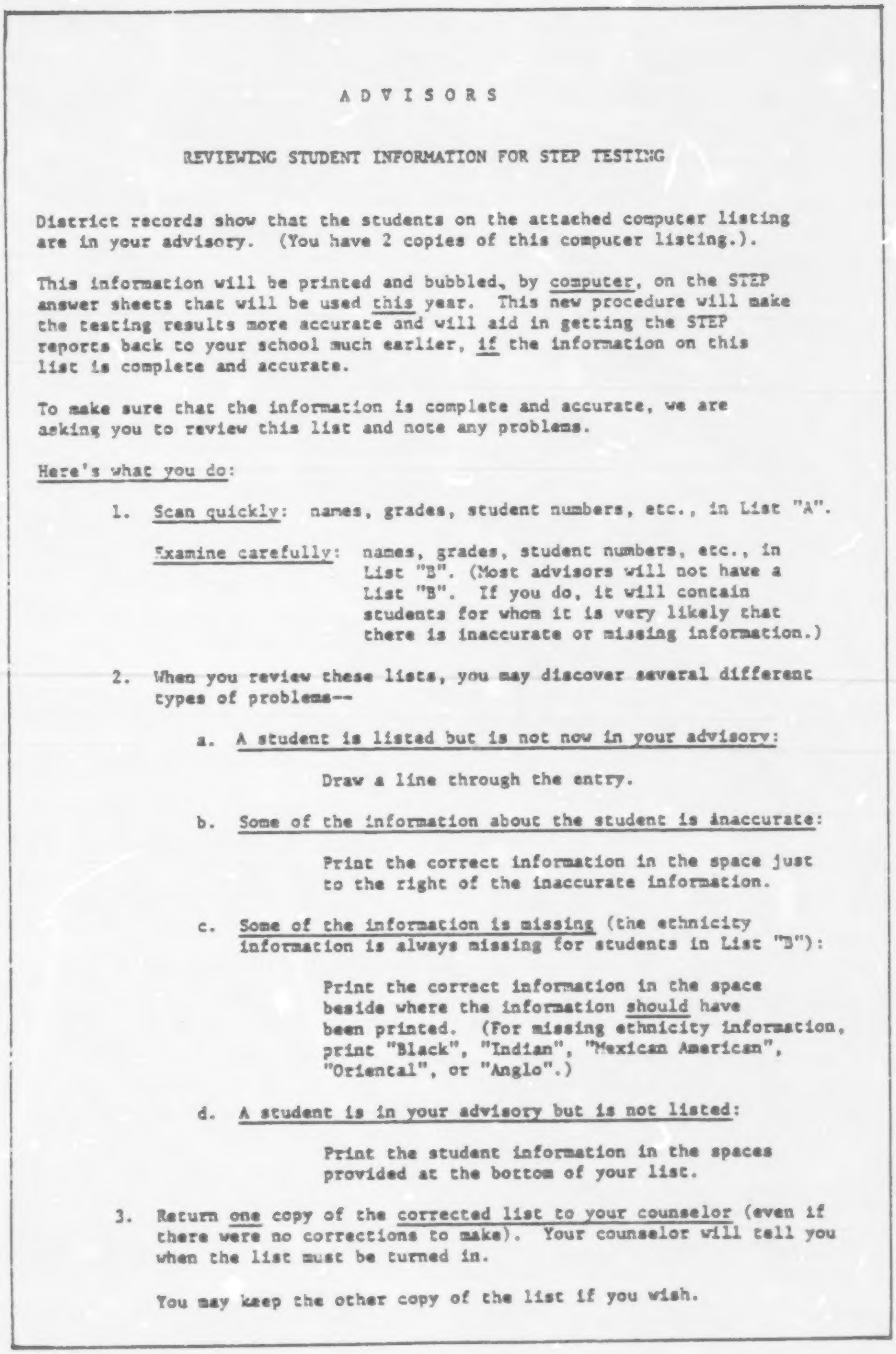
- Master Student List
  2 copies for each advisor
  1 copy for yourself
- Advisor Instructions
  1 copy for each advisor
  1 copy for yourself

Here's what you do:

1. Give each advisor 2 copies of his/her master student list, and 1 copy of the advisor instructions. (Keep the 3rd copy of each advisor's master student list for yourself, in case the other copies get lost.)
2. Let the advisors know when you want the corrected list (1 copy) returned to you. (I will need these corrected lists returned to me by Wednesday, March 9.)
3. Some of your school teachers (such as department chairman) may be listed as an advisor, but with no student names in their "advisory". If you verify that such teachers have no students in their "advisory", return a copy of the "list" with a line drawn through the advisor's name. I will then have that teacher's name removed from the computer file, so it will not appear in any of the STEP answer sheets.
4. Another problem that may occur is a list of students for an advisor named "UNKNOWN". The students listed here will very likely belong to several different advisories. You will need to print, in the "Remarks" area by each of these students, what the correct advisor code should be, as well as correct or add any other necessary information.
5. Collect the corrected lists back from the advisors, and return them to me by Wednesday, March 9.

Figure B-1-8

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR REVIEWING STUDENT INFORMATION TO BE PRESLUGGED ON STEP ANSWER SHEETS



ADVISORS

REVIEWING STUDENT INFORMATION FOR STEP TESTING

District records show that the students on the attached computer listing are in your advisory. (You have 2 copies of this computer listing.).

This information will be printed and bubbled, by computer, on the STEP answer sheets that will be used this year. This new procedure will make the testing results more accurate and will aid in getting the STEP reports back to your school much earlier, if the information on this list is complete and accurate.

To make sure that the information is complete and accurate, we are asking you to review this list and note any problems.

Here's what you do:

1. Scan quickly: names, grades, student numbers, etc., in List "A".

   Examine carefully: names, grades, student numbers, etc., in List "B". (Most advisors will not have a List "B". If you do, it will contain students for whom it is very likely that there is inaccurate or missing information.)

2. When you review these lists, you may discover several different types of problems--

   a. A student is listed but is not now in your advisory:

      Draw a line through the entry.

   b. Some of the information about the student is inaccurate:

      Print the correct information in the space just to the right of the inaccurate information.

   c. Some of the information is missing (the ethnicity information is always missing for students in List "B"):

      Print the correct information in the space beside where the information should have been printed. (For missing ethnicity information, print "Black", "Indian", "Mexican American", "Oriental", or "Anglo".)

   d. A student is in your advisory but is not listed:

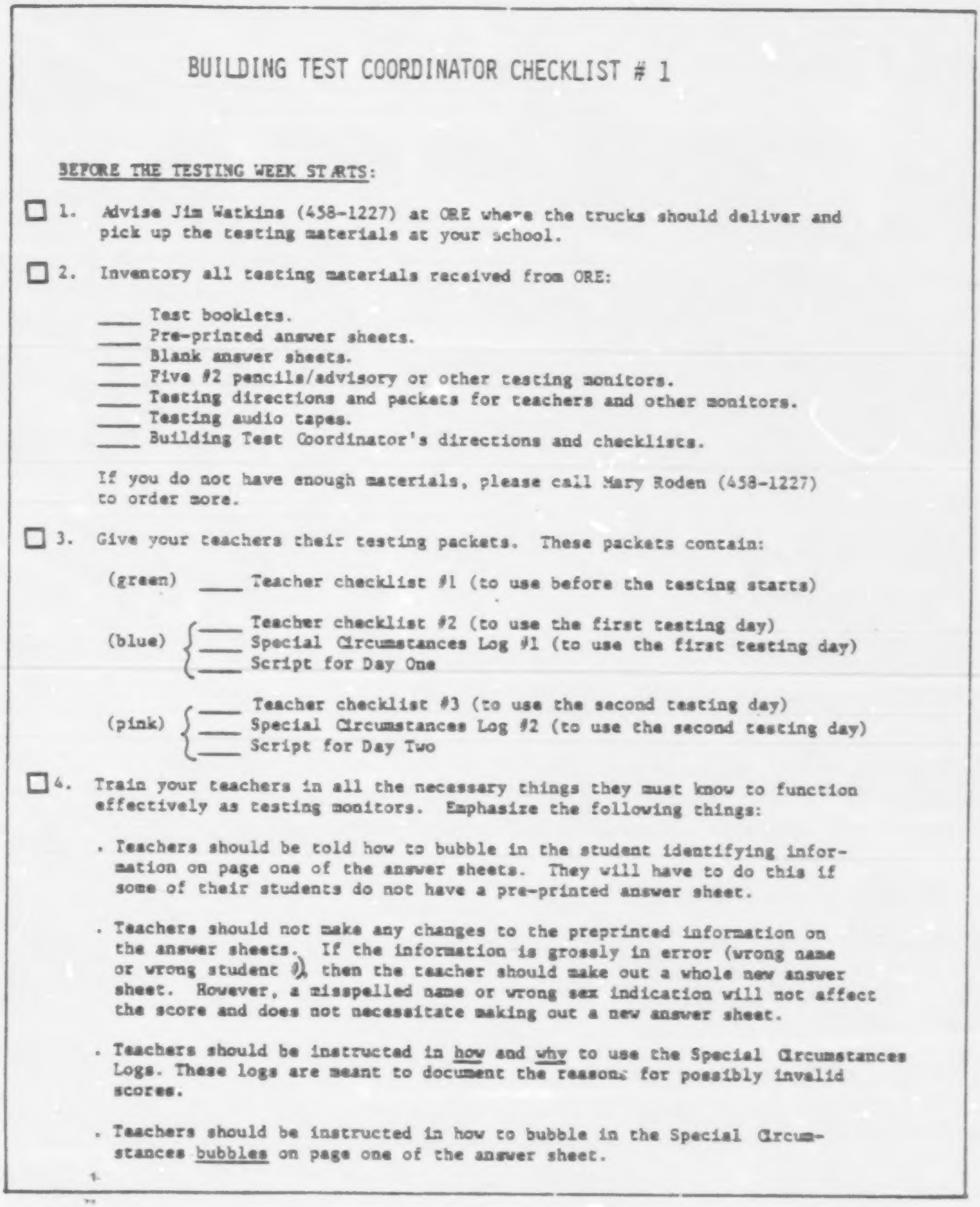
      Print the student information in the spaces provided at the bottom of your list.

3. Return one copy of the corrected list to your counselor (even if there were no corrections to make). Your counselor will tell you when the list must be turned in.

   You may keep the other copy of the list if you wish.

Figure B-1-9

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES PRIOR TO TESTING DAYS



BUILDING TEST COORDINATOR CHECKLIST # 1

BEFORE THE TESTING WEEK STARTS:

☐ 1. Advise Jim Watkins (458-1227) at ORE where the trucks should deliver and pick up the testing materials at your school.

☐ 2. Inventory all testing materials received from ORE:

____ Test booklets.
____ Pre-printed answer sheets.
____ Blank answer sheets.
____ Five #2 pencils/advisory or other testing monitors.
____ Testing directions and packets for teachers and other monitors.
____ Testing audio tapes.
____ Building Test Coordinator's directions and checklists.

If you do not have enough materials, please call Mary Roden (458-1227) to order more.

☐ 3. Give your teachers their testing packets. These packets contain:

(green) ____ Teacher checklist #1 (to use before the testing starts)

(blue) { ____ Teacher checklist #2 (to use the first testing day)
____ Special Circumstances Log #1 (to use the first testing day)
____ Script for Day One

(pink) { ____ Teacher checklist #3 (to use the second testing day)
____ Special Circumstances Log #2 (to use the second testing day)
____ Script for Day Two

☐ 4. Train your teachers in all the necessary things they must know to function effectively as testing monitors. Emphasize the following things:

- Teachers should be told how to bubble in the student identifying information on page one of the answer sheets. They will have to do this if some of their students do not have a pre-printed answer sheet.

- Teachers should not make any changes to the preprinted information on the answer sheets. If the information is grossly in error (wrong name or wrong student #), then the teacher should make out a whole new answer sheet. However, a misspelled name or wrong sex indication will not affect the score and does not necessitate making out a new answer sheet.

- Teachers should be instructed in how and why to use the Special Circumstances Logs. These logs are meant to document the reasons for possibly invalid scores.

- Teachers should be instructed in how to bubble in the Special Circumstances bubbles on page one of the answer sheet.

Figure B-1-9 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES PRIOR TO TESTING DAYS

. Teachers should be instructed in when to bubble in Special Code Z on page 1 of the students' answer sheets:

"0" - special education exemption category
"1" - foreign language category
"2" - student was not exempted for the testing, but was absent and took none of the tests.

Emphasize that there are only two reasons a student can be exempted (special education and foreign language-speaking). Vocational students are NOT exempted; neither are seniors.

. Teachers should be told NOT to help students AT ALL during the testing. This means they should not even interpret test items for students. After the instructions are completed over the microphone and the test administrator says "Begin!" the only correct teacher response to a question is, "I'm sorry, but I can't help you at all or explain anything about the test items. Just do the best you can. If you don't know the answer to a question, skip it and come back to it when you've done all the ones you can."

☐ 5. Check all pencil sharpeners in testing rooms to be sure that they work well.

☐ 6. Be sure that the P.A. system works in all rooms where testing will occur.

☐ 7. Check all testing rooms to be sure there is adequate space and that the lighting in all these rooms is adequate for students to take the tests comfortably.

☐ 8. Make arrangements for the security of the testing materials in your building.

☐ 9. Make the necessary arrangements with cafeteria people to delay lunch on the two days of testing in your building.

☐ 10. Check with the vocational counselors and teachers in your building to be sure they know what they are supposed to do with (1) vocational students who go to work in the morning or the afternoon, and (2) vocational students from other schools who are scheduled to be in your building on the testing days or students from your school who are scheduled to be in another school on the days of your testing. If there is any confusion, please work this out at your school or call Loyce Igo and/or Joe Vicars, or call Jim Watkins at 458-1227.

☐ 11. If you are using the testing tapes:

____ Locate a tape recorder (reel to reel) that will play on 3 3/4 speed. (This means 3 3/4 inches per second.)

____ Locate the person in your school who will be responsible for plugging in the tape recorder to the PA system on both testing days, turning the tape recorder on and off at appropriate times throughout the testing periods, and making sure that everything runs smoothly with the tape.

____ Be sure this person has received training in how to use and operate the testing tapes. (It wouldn't be a bad idea to have a backup person).

____ Have this person practice running all the way through both testing tapes for Day 1 and Day 2) on the PA before the testing days. It may take a while, but it may also prevent any botch-ups on the testing days.

☐ 12. Read your blue Building Test Coordinator's Checklist #2 and know what it is you are supposed to have ready and what you are supposed to do on that day.

Figure B-1-10

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES DURING FIRST TESTING DAY

BUILDING TEST COORDINATOR CHECKLIST # 2

THE FIRST DAY OF TESTING:

Before it starts:

☐ 1. Hand out enough test booklets and scratch paper to each teacher who will be monitoring the testing.

☐ 2. Be sure the tape recorder and testing tapes are set in place and ready to go before school starts.

☐ 3. Be sure the bells are on MANUAL, and someone is standing by to operate them this morning.

☐ 4. Be sure the principal is on hand to give his/her introductory remarks. (Be sure that the ORE-prepared principal remarks are edited so that they are unique to your testing situation.)

☐ 5. Calm yourself — it's about to start!

During the testing:

☐ 6. Principal gives introductory remarks over the P A system.

☐ 7. Counselor turns on tape recorder. (Don't forget to turn the tape off when you're supposed to and to ring the bells for the mid-morning break.)

After the testing:

☐ 8. Be sure that all teachers have accounted for all test booklets and answer sheets at the end of the first testing day.

☐ 9. Be sure that all testing booklets and answer sheets are in a secure place for the night and that all teachers know how they are going to get these materials first thing tomorrow morning.

☐ 10. Read your pink checklist for tomorrow to be sure you know what you are supposed to do.

☐ 11. Relax a minute — it's halfway over!

Figure B-1-11

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES DURING SECOND TESTING DAY

BUILDING TEST COORDINATOR CHECKLIST # 3

THE SECOND DAY OF TESTING:

Before it starts:

☐ 1. Be sure that all teachers have their test booklets, scratch paper for today's math test, and students' answer sheets in hand before the first bell rings.

☐ 2. Be sure that the tape recorder and testing tapes are in place and ready to go before school starts if you are using the tapes.

☐ 3. Be sure the bells are on MANUAL.

☐ 4. Be sure that your principal is on hand to give his/her introductory remarks about the testing over the PA system. Be sure that the ORE-prepared remarks for the principal have been edited if necessary so they are appropriate to your testing situation.

During the testing:

☐ 5. Principal gives introductory talk over PA system.

☐ 6. Counselor turns on tape recorder. (Don't forget to turn the tape off when you're supposed to and to ring the bells for the mid-morning break.)

After the testing:

☐ 7. Be sure that all teachers have collected all test booklets and all answer sheets as well as all borrowed #2 pencils from students before releasing students to go to lunch.

☐ 8. As the teachers turn in their test materials to you, check to be sure they have coded their Special Code Z bubbles on page 1 of the answer sheet where appropriate:

"0" - exempted special education students
"1" - foreign language exempted students
"2" - un-exempted students who were absent for all testing.

☐ 9. Also, ask each teacher if he or she bubbled in the necessary Special Circumstances bubbles on page one of the answer sheets.

(over)

Figure B-1-11 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL BUILDING TEST COORDINATORS FOR ACTIVITIES DURING SECOND TESTING DAY

☐ 10. Be sure that all teachers turn in to you all testing materials from their rooms by 4:00 TODAY, earlier if possible.

____ all test booklets which were counted out to them. (COUNT THEM BACK IN AS THEY ARE TURNED IN TO YOU.)
____ all answer sheets. Spotcheck the answer sheets to be sure they have all been cleaned up, student numbers are correct, Special Circumstances block filled in, etc. Do this as teacher check them in to you. Keep THE "PAGE 1 ON TOP" stack separate from the "PAGE 3 ON TOP" stack.
____ all totally blank answer sheets.
____ all #2 pencils which were loaned to teachers.
____ all testing scripts.
____ all teacher comments about the testing.
____ all Special Circumstances Logs.

☐ 11. Package up the testing booklets 100 to a box. (THIS IS IMPORTANT!!!) Tape the boxes and put them in the prearranged place for the trucks to pick up tomorrow morning.

☐ 12. Deliver personally the other test materials to the ORE person assigned to your school:
____ all filled-in answer sheets.
____ all totally blank answer sheets.
____ all #2 pencils from ORE.
____ all teacher scripts that were turned back in.

You may keep your teacher comments about the testing in your school. Share these with the rest of us in our debriefing meeting which will be held soon.

☐ 13. Retain the Special Circumstances logs in your files for future reference.

☐ 14. CONGRATULATE YOURSELF — YOU LIVED THROUGH IT!!!!

Figure B-1-12

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES PRIOR TO TESTING DAYS

TEACHER CHECKLIST # 1

BEFORE THE TESTING STARTS:

☐ 1. Have you been "walked through" the testing material by your Building Test Coordinator and do you know what is expected of you as a testing monitor including:

- . How to use the Special Circumstances Logs?
- . How to bubble in the Special Circumstances bubbles?
- . How to use the Special Code Z's?
- . What NOT to do during the testing?
- . Who is exempted from the testing?
- . How to fill out NEW answer sheets?
- . How to tear the answer sheets apart without tearing them up?

☐ 2. Does the pencil sharpener in your room work?

☐ 3. Do you have at least five #2 pencils for your students to borrow?

☐ 4. Is there adequate space in your room to test all your students?

☐ 5. Is the lighting in your room adequate for students to take the tests comfortably?

☐ 6. Does the P A system in your room work adequately?

☐ 7. This is optional, but you MIGHT want to consider planning an with your students for the several three-minute breaks which they will have in the room during the two days of testing. (They have some ten minute breaks during which they can leave the room, too). During these three minute breaks, however, students should remain in your room. These activities might include simply talking to your students or conducting breathing activities (don't laugh!), etc.

☐ 8. Be sure you know where you are supposed to keep the test booklets and answer sheets during the time you have responsibility for them. They should be kept in a secure place. Some schools may have plans to collect the booklets and answer sheets after each day's testing. If not, you need to locate a secure place where you will keep these materials.

☐ 9. Be sure you have a clock or watch with a second hand ready to time the tests in case the P A system in your room breaks down during the testing.

Figure B-1-12 (continued)
INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES PRIOR TO TESTING DAYS

AFTER YOU GET THE ANSWER SHEETS:

☐ 10. Do you have a preprinted set of answer sheets for each student in your room? Is all the information correct? If there are gross errors, make a new answer sheet. If the errors are minimal (misspelled names, wrong sex indicated), do not make any changes; these errors will not affect the scoring process.

Special Codes A,B,and C are the places where the advisor code is written.

☐ 11. THIS IS VERY IMPORTANT!!! Separate out all the answer sheets for the following students:

- All students who are enrolled in a self-contained special education class and some other special education resource students for whom the STEP testing would be disastrously unpleasant. There will, of course, be many, many special education students who should not be exempted from the testing; these are students who spend less than two hours each day in the resource room.
- Students who have recently transferred into AISD from a foreign country and who do not yet speak or read English well enough to be able to understand the testing questions.

NO OTHER STUDENTS MAY BE EXEMPTED!

For the exempted students, bubble in SPECIAL CODE Z on page one of the answer sheets as:

"0" - special education exemptions.

"1" - foreign language exemptions.

Figure B-1-13

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

TEACHER CHECKLIST # 2

THE FIRST DAY OF TESTING:

The following is an approximate schedule for the day, assuming the testing will start at 8:40 A.M.

8:40-9:00	Materials and general instructions
9:00-9:40	Math concepts test
9:40-9:45	Break (in room)
9:45-9:50	Instructions for reading test
9:50-10:35	Reading test
10:35-10:50	Break outside room (10 minutes + 5 extra minutes)
10:50-10:55	Instructions for mechanics of writing test
10:55-11:35	Mechanics of writing test
11:35-11:40	Break (in room)
11:40-11:45	Instructions for English expression test
11:45-12:25	English expression test
12:25-12:35	Collect test materials
12:35	Lunch

Before the testing:

☐ 1. Do you have the correct number of testing booklets--one for each student in the room and one for yourself? Do you have a preprinted answer sheet (or one you did yourself) for each of your students (pages 1, 2, and 3)?

☐ 2. Do you have extra #2 pencils -- at least 5 extra ones? Do they have good points on them? Do you have enough scratch paper for the mathematics test that will be given today?

☐ 3. Do you have a copy of the Special Circumstances Log to use today?

☐ 4. Do you have a copy of today's testing script? Are you familiar enough with it so that you could take over the testing in case the PA system goes out in your room?

☐ 5. Do you understand how and why to fill out the Special Circumstances Log?

☐ 6. The purpose of the Special Circumstances Log is to keep a record of those students who are taking one or more of the STEP tests under such unusual circumstances that the final test score will probably be much lower or higher than the score would have been under more normal circumstances.

The student, in any case, should be allowed to finish the test. However, as will be explained in a later checklist, those students' test scores will be reported in such a manner that any counselor or teacher who reviews the student's record in the future will realize that some unusual circumstances existed during the test administration which may have resulted in an inappropriately low or high score for that student on that test.

(over)

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

The Special Circumstances Log may be handwritten. However, the log should be neat, because it will be turned in to your Building Test Coordinator after all the testing is finished to keep on file in your school for future reference by teachers, parents, and students.

An example of a filled-out Special Circumstances Log is shown on below.

SPECIAL CIRCUMSTANCES LOG

PROCTOR: Mike Walters   SCHOOL: LBJ

SAMPLE

STUDENT	TEST	SPECIAL CIRCUMSTANCES
Angela Sanchez	Math Basic Concepts	Broke glasses--can't read
John Burbanks	Math Basic Concepts	Brother in bad car accident last night--very upset
Susan Howard	Mech of Writing	Unknown problem, but has been crying a lot for 2 days

During the testing:

☐ 7. While the tests are actually being given:

____ Just follow along in your own copy of the script.

____ Be sure that you write down the time each test begins so that you can time the test if the P A system in your room should malfunction.

____ Be sure that students are quiet during the testing periods.

____ Be sure to walk around the room right after every test begins to be sure that all students are answering in the right section of their answer sheets. (This is a common mistake that students make.)

____ Be sure you do not answer test items for the students or help them in any way.

____ Be sure that your students are continuing on to the next page of a test until the test tells him or her to stop or the time for that test runs out.

____ Be sure the students stop when they are supposed to stop.

____ Be sure your students do not go back to parts of the test they have already finished.

____ Be sure to note on the Special Circumstances Log any unusual student behaviors that might invalidate the test scores.

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING FIRST TESTING DAY

After it's over:

☐ 8. Did each student write his name on each of the three pages of his or her answer sheet?

☐ 9. Have you collected all answer sheets, test booklets, and pencils at the end of the testing day? Do not let your students leave the room to go to lunch until all materials have been accounted for.

☐ 10. Have you stored all testing materials in a secure place for tomorrow's testing?

☐ 11. Have you read your checklist for tomorrow and know what you are supposed to do?

Figure B-1-13 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS
FOR ACTIVITIES DURING FIRST TESTING DAY

SPECIAL CIRCUMSTANCES LOG # 1

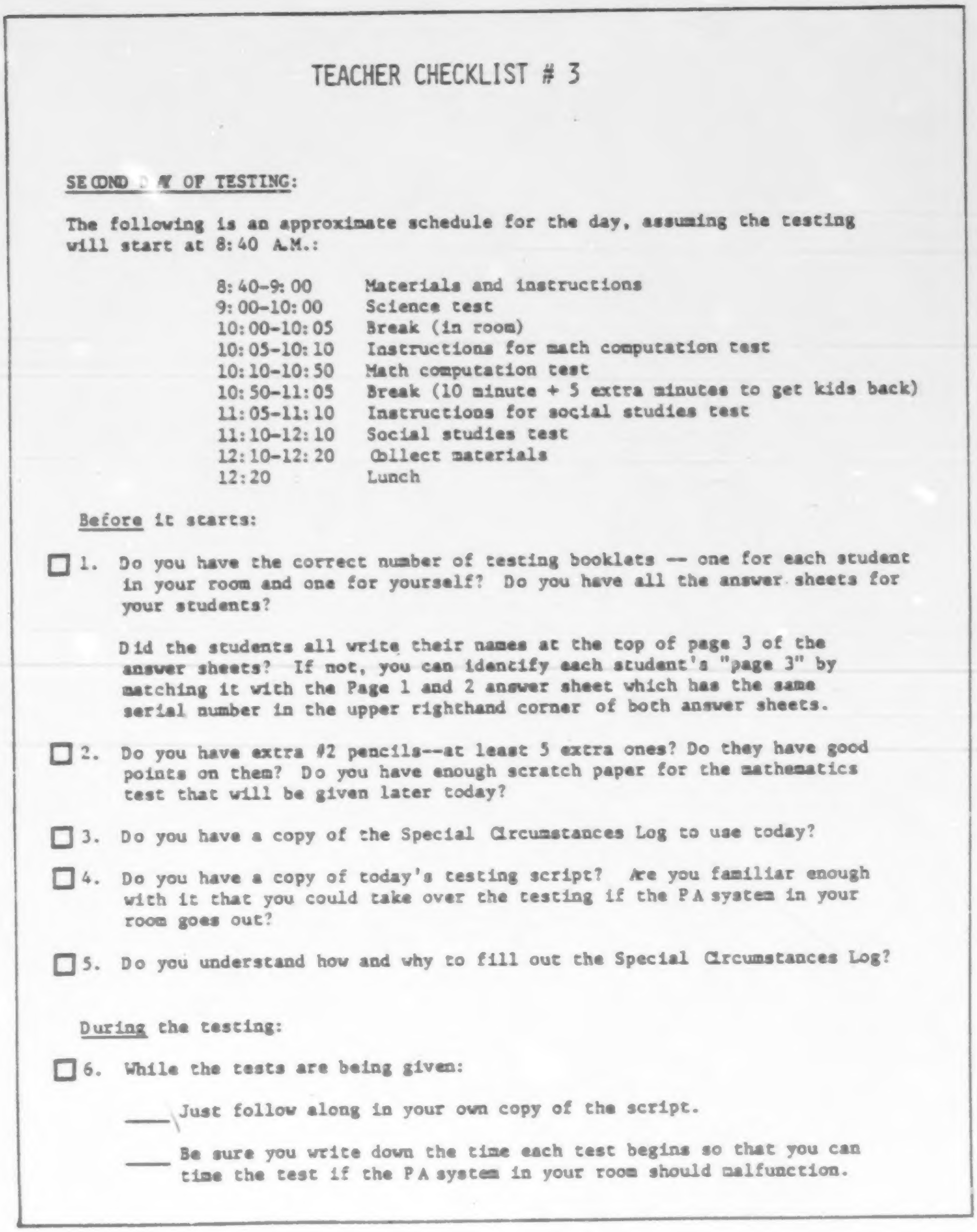
PROCTOR:____________________ SCHOOL:____________________

STUDENT	TEST	SPECIAL CIRCUMSTANCES

TRANSFER THIS INFORMATION TO YOUR STUDENTS' ANSWER SHEETS (PAGE 1, Special Circumstances Block), and then turn this page in to your Building Test Coordinator.

Figure B-1-14

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING SECOND TESTING DAY



TEACHER CHECKLIST # 3

SECOND DAY OF TESTING:

The following is an approximate schedule for the day, assuming the testing will start at 8:40 A.M.:

8:40-9:00	Materials and instructions
9:00-10:00	Science test
10:00-10:05	Break (in room)
10:05-10:10	Instructions for math computation test
10:10-10:50	Math computation test
10:50-11:05	Break (10 minute + 5 extra minutes to get kids back)
11:05-11:10	Instructions for social studies test
11:10-12:10	Social studies test
12:10-12:20	Collect materials
12:20	Lunch

Before it starts:

☐ 1. Do you have the correct number of testing booklets -- one for each student in your room and one for yourself? Do you have all the answer sheets for your students?

Did the students all write their names at the top of page 3 of the answer sheets? If not, you can identify each student's "page 3" by matching it with the Page 1 and 2 answer sheet which has the same serial number in the upper righthand corner of both answer sheets.

☐ 2. Do you have extra #2 pencils--at least 5 extra ones? Do they have good points on them? Do you have enough scratch paper for the mathematics test that will be given later today?

☐ 3. Do you have a copy of the Special Circumstances Log to use today?

☐ 4. Do you have a copy of today's testing script? Are you familiar enough with it that you could take over the testing if the PA system in your room goes out?

☐ 5. Do you understand how and why to fill out the Special Circumstances Log?

During the testing:

☐ 6. While the tests are being given:

____ Just follow along in your own copy of the script.

____ Be sure you write down the time each test begins so that you can time the test if the PA system in your room should malfunction.

Figure B-1-14 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING SECOND TESTING DAY

____ Be sure students are quiet during the testing periods.

____ Be sure to walk around the room right after every test begins to be sure that all students are answering in the right section of the answer sheets. (This is a common mistake that students make.)

____ Be sure you do not answer test items for the students or help them in any way.

____ Make sure that your students are continuing on to the next page of a test until the test tells him or her to stop or the time for the test runs out.

____ Be sure that the students stop when they are supposed to stop.

____ Be sure your students do not go back to parts of the test they have finished already.

____ Be sure to note on the Special Circumstances Log any unusual student behaviors that might invalidate the test scores.

After the testing:

☐ 7. Collect all answer sheets, test booklets, and pencils at the end of the last STEP test. Do not let your students leave the room to go to lunch until all materials have been accounted for.

After your students have left the room:

☐ 8. For each student make sure both answer sheets (pages 1 & 2 and 3) are present and that all required identifying information (student name and number, school number, grade, etc.) is correctly marked and/or bubbled in.

☐ 9. Review your students' answers to test questions, making sure that:

a. There are no stray marks on the answer sheets.

b. Bubbles are completely filled in and markings "stay inside the lines."

c. Answer sheets are not folded (even at the corners), wrinkled, or otherwise damaged.

NOTE: Correct any of the above problems, even if this requires filling out a new answer sheet.

☐ 10. For each student you listed in your blue and pink Special Circumstances Logs, mark the bubble or bubbles on that student's answer sheet (page 1) for those tests which were taken under "Special Circumstances." Make sure that the only markings in the "Special Circumstances" area of page 1 or your students' answer sheets are those for which there is an entry in your Special Circumstances Logs.

Figure B-1-14 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING SECOND TESTING DAY

☐ 11. For those students who were not exempted, but who took none of the tests due to absence, mark the Special Code Z as "2". IMPORTANT!!!

☐ 12. Separate your students' answer sheets into two stacks:

. One stack should contain all answer sheets with page 1 and 2 in them. Page 1 should be facing up for each sheet in this stack.

. The other stack should contain the answer sheets with page 3 in them. Page 3 should be facing up for each sheet in this stack.

NOTE: Answer sheets do not need to be grouped by student grade or alphabetical order.

☐ 13. Turn in all your testing materials to your Building Test Coordinator as soon as possible. All testing materials must leave the building and be returned to ORE by 4:00 today.

____ all test booklets.
____ all answer sheets for your students.
____ all totally blank answer sheets.
____ your testing scripts.
____ all ORE's #2 pencils.
____ your checklists with any comments you have about the testing.
____ your Special Circumstances Logs.

Figure B-1-14 (continued)

INSTRUCTIONS PROVIDED TO HIGH SCHOOL ADVISORS FOR ACTIVITIES DURING SECOND TESTING DAY

SPECIAL CIRCUMSTANCES LOG # 2

PROCTOR:____________________ SCHOOL:____________________

STUDENT	TEST	SPECIAL CIRCUMSTANCES

TRANSFER THIS INFORMATION TO YOUR STUDENTS' ANSWER SHEETS (PAGE 1, Special Circumstances Block), and then turn this page in to your Building Test Coordinator.

Figure B-1-15

AVERAGE PERCENT CORRECT
9th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Vocabulary	**59%**	**59%**	**no change**
Comprehension of Main Idea	42%	43%	+1
Comprehension of Details	48%	49%	+1
Character Analysis	36%	37%	+1
Drawing Conclusions & Making Inferences	41%	41%	no change
Comprehension of Tone and Mood	32%	34%	+2

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-16

AVERAGE PERCENT CORRECT
9th GRADE ENGLISH EXPRESSIONS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Usage:			
Agreement and Case	40%	40%	no change
Comparison	47%	49%	+2
General Usage	39%	40%	+1
Verb Forms	44%	44%	no change
Sentence Structure:			
Modifier Placement	35%	33%	-2
Clauses and Phrases	40%	39%	-1
Parallelism	51%	54%	+3

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-17

AVERAGE PERCENT CORRECT
9th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Spelling	44%	44%	no change
Punctuation	41%	42%	+1
Capitalization	52%	52%	no change

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-18

AVERAGE PERCENT CORRECT
9th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Organizing Information	45%	46%	+1
Interpreting Information:			
Political Science	52%	54%	+2
Sociology and Anthropology	48%	48%	no change
Economics	41%	43%	+2
History	36%	35%	-1
Geography	48%	49%	+1
Evaluation:			
Political Science	40%	41%	+1
Sociology and Anthropology	49%	51%	+2
Economics	30%	31%	+1
History	36%	37%	+1
Geography	46%	48%	+2

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-19

AVERAGE PERCENT CORRECT
9th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Skills:			
Knowledge	40%	41%	+1
Comprehension	45%	45%	no change
Application	45%	46%	+1
Higher Level Skills	52%	53%	+1
Content:			
Biology	44%	45%	+1
Chemistry	34%	35%	+1
Physics	41%	41%	no change
Earth Sciences	48%	49%	+1

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76

Figure B-1-20

AVERAGE PERCENT CORRECT
9th GRADE MATHEMATICS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Computation;			
Whole Numbers	71%	73%	+2
Fractions	45%	46%	+1
Decimals & Percents	40%	41%	+1
Denominate Numbers	40%	41%	+1
Elem. Algebraic Manipulations	41%	41%	no change
Concepts:			
Recall Facts and/or Perform Math Manipulations	39%	38%	-1
Comprehension of Math Concepts	52%	52%	no change
Exercise Ingenuity or Higher Mental Processes	33%	33%	no change

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-21

AVERAGE PERCENT CORRECT
10th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Vocabulary	65%	66%	+1
Comprehension of Main Idea	47	48	+1
Comprehension of Details	54	55	+1
Character Analysis	39	39	no change
Drawing Conclusions & Making Inferences	46	47	+1
Comprehension of Tone and Mood	40	39	-1

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-22

AVERAGE PERCENT CORRECT
10th GRADE ENGLISH EXPRESSION SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT 1975-76	AVERAGE PERCENT CORRECT 1976-77	"GAIN" or "LOSS"[1]
Usage:			
Agreement and Case	45	45	no change
Comparison	53	54	+1
General Usage	44	45	+1
Verb Forms	51	52	+1
Sentence Structure:			
Modifier Placement	39	40	+1
Clauses and Phrases	44	45	+1
Parallelism	59	61	+2

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-23

AVERAGE PERCENT CORRECT
10th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT 1975-76	AVERAGE PERCENT CORRECT 1976-77	"GAIN" or "LOSS"[1]
Spelling	49%	50%	+1
Punctuation	45%	46%	+1
Capitalization	56%	57%	+1

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-24

AVERAGE PERCENT CORRECT
10th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Organizing Information	53	54	+1
Interpreting Information:			
Political Science	59	59	no change
Sociology and Anthropology	54	55	+1
Economics	46	47	+1
History	40	41	+1
Geography	55	55	no change
Evaluation:			
Political Science	46	47	+1
Sociology and Anthropology	57	59	+2
Economics	36	35	-1
History	42	42	no change
Geography	52	53	+1

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-25

AVERAGE PERCENT CORRECT
10th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Skills:			
Knowledge	46	47	+1
Comprehension	49	50	+1
Application	50	51	+1
Higher Level Skills	57	57	no change
Content:			
Biology	50	52	+2
Chemistry	37	38	+1
Physics	45	45	no change
Earth Sciences	52	54	+2

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[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76

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Figure B-1-26

AVERAGE PERCENT CORRECT
10th GRADE MATHEMATICS SKILLS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Computation:			
Whole Numbers	77	77	no change
Fractions	53	52	-1
Decimals & Percents	46	46	no change
Denominate Numbers	47	46	-1
Elem. Algebraic Manipulations	50	49	-1
Concepts:			
Recall facts and/or perform Math Manipulations	42	43	+1
Comprehension of Math Concepts	57	57	no change
Exercise Ingenuity or Higher Mental Processes	38	38	no change

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[1] "Gain"/"loss" = Average % Correct in 1976-77 - average % correct in 1975-76.

Figure B-1-27

AVERAGE PERCENT CORRECT
11th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Vocabulary	70%	71%	+1
Comprehension of Main Idea	53	54	+1
Comprehension of Details	60	60	no change
Character Analysis	44	46	+2
Drawing Conclusions & Making Inferences	51	52	+1
Comprehension of Tone and Mood	45	46	+1

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-28

AVERAGE PERCENT CORRECT
11th GRADE ENGLISH EXPRESSION SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Usage:			
Agreement and Case	52	51	-1
Comparison	59	61	+2
General Usage	50	51	+1
Verb Forms	58	59	+1
Sentence Structure:			
Modifier Placement	45	45	no change
Clauses and Phrases	50	51	+1
Parallelism	65	66	+1

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-29

AVERAGE PERCENT CORRECT
11th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Spelling	55%	56%	+1
Punctuation	49%	50%	+1
Capitalization	61%	62%	+1

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-30

AVERAGE PERCENT CORRECT
11th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Organizing Information	60	59	-1
Interpreting Information:			
Political Science	65	67	+2
Sociology and Anthropology	59	60	+1
Economics	51	51	no change
History	46	44	-2
Geography	60	62	+2
Evaluation:			
Political Science	51	52	+1
Sociology and Anthropology	63	64	+1
Economics	40	40	no change
History	48	49	+1
Geography	58	58	no change

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-31

AVERAGE PERCENT CORRECT
11th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Skills:			
Knowledge	50	50	no change
Comprehension	52	54	+2
Application	54	56	+2
Higher Level Skills	61	61	no change
Content:			
Biology	53	55	+2
Chemistry	43	44	+1
Physics	48	49	+1
Earth Sciences	56	57	+1

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76

Figure B-1-32

AVERAGE PERCENT CORRECT
11th GRADE MATHEMATICS SKILLS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Computation:			
Whole Numbers	80	81	+1
Fractions	57	58	+1
Decimals & Percents	50	51	+1
Denominate Numbers	49	52	+3
Elem. Algebraic Manipulations	54	56	+2
Concepts:			
Recall facts and/or perform Math Manipulations	46	47	+1
Comprehension of Math Concepts	60	61	+1
Exercise Ingenuity or Higher Mental Processes	39	41	+2

[1] "Gain"/"loss" = Average % Correct in 1976-77 - average % correct in 1975-76.

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Figure B-1-33

AVERAGE PERCENT CORRECT
12th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT 1975-76	AVERAGE PERCENT CORRECT 1976-77	"GAIN" or "LOSS"[1]
Vocabulary	75%	75%	no change
Comprehension of Main Idea	57	58	+1
Comprehension of Details	64	66	+2
Character Analysis	49	51	+2
Drawing Conclusions & Making Inferences	55	57	+2
Comprehension of Tone and Mood	50	52	+2

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-34

AVERAGE PERCENT CORRECT
12th GRADE ENGLISH EXPRESSION SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Usage:			
Agreement and Case	57	57	no change
Comparison	65	65	no change
General Usage	55	56	+1
Verb Forms	64	64	no change
Sentence Structure:			
Modifier Placement	51	53	+2
Clauses and Phrases	54	55	+1
Parallelism	70	71	+1

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-35

AVERAGE PERCENT CORRECT
12th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Spelling	59%	60%	+1
Punctuation	54%	55%	+1
Capitalization	66%	66%	no change

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-36

AVERAGE PERCENT CORRECT
12th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Organizing Information	64	66	+2
Interpreting Information:			
Political Science	69	73	+4
Sociology and Anthropology	64	66	+2
Economics	51	52	+1
History	47	48	+1
Geography	64	68	+4
Evaluation:			
Political Science	57	59	+2
Sociology and Anthropology	68	71	+3
Economics	44	46	+2
History	51	53	+2
Geography	62	63	+1

[1] "Gain"/"Loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76.

Figure B-1-37

AVERAGE PERCENT CORRECT
12th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT		"GAIN" or "LOSS"[1]
	1975-76	1976-77	
Skills:			
Knowledge	51	52	+1
Comprehension	55	58	+3
Application	57	59	+2
Higher Level Skills	64	65	+1
Content:			
Biology	56	58	+2
Chemistry	44	47	+3
Physics	51	52	+1
Earth Sciences	59	61	+2

[1] "Gain"/"loss" = Average % Correct in 1976-77 - Average % Correct in 1975-76

Figure B-1-38

AVERAGE PERCENT CORRECT
12th GRADE MATHEMATICS SKILLS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
1975-76 and 1976-77

SKILLS AREA	AVERAGE PERCENT CORRECT 1975-76	AVERAGE PERCENT CORRECT 1976-77	"GAIN" or "LOSS"[1]
Computation:			
Whole Numbers	82	83	+1
Fractions	61	62	+1
Decimals & Percents	54	56	+2
Denominate Numbers	55	53	-2
Elem. Algebraic Manipulations	58	59	+1
Concepts:			
Recall facts and/or perform Math Manipulations	49	50	+1
Comprehension of Math Concepts	62	64	+2
Exercise Ingenuity or Higher Mental Processes	42	43	+1

[1] "Gain"/"loss" = Average % Correct in 1976-77 - average % correct in 1975-76.

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Figure B-1-39

CHANGES IN AVERAGE PERCENT CORRECT
READING SKILLS
FROM 1975-76 TO 1976-77

Skills Areas	Changes in Average Percent Correct[1]				
	9th Grade	10th Grade	11th Grade	12th Grade	Average[2]
Vocabulary	0	+1	+1	0	+0.5
Comprehension of Main Idea	+1	+1	+1	+1	+1.0
Comprehension of Details	+1	+1	0	+2	+1.0
Character Analysis	+1	0	+2	+2	+1.25
Drawing Conclusions & Making Inferences	0	+1	+1	+2	+0.8
Comprehension of Tone and Mood	+2	-1	+1	+2	+1.0

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[1] These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-38

[2] The average is computed across all grades for each skills area.

Figure B-1-40

CHANGES IN AVERAGE PERCENT CORRECT
ENGLISH EXPRESSION SKILLS
FROM 1975-76 TO 1976-77

Skills Areas	Changes in Average Percent Correct[1]				
	9th Grade	10th Grade	11th Grade	12th Grade	Average[2]
Usage:					
Agreement and Case	0	0	-1	0	-0.25
Comparison	+2	+1	+2	0	+1.25
General Usage	+1	+1	+1	+1	+1.00
Verb Forms	0	+1	+1	0	+0.50
Sentence Structure:					
Modifier Placement	-2	+1	0	+2	+0.25
Clause & Phrases	-1	+1	+1	+1	+0.50
Parallelism	+3	+2	+1	+1	+1.75

[1] These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-38

[2] The average is computed across all grades for each skills area.

Figure B-1-41

CHANGES IN AVERAGE PERCENT CORRECT MECHANICS OF WRITING SKILLS FROM 1975-76 TO 1976-77

Skills Areas	Changes in Average Percent Correct				
	9th Grade	10th Grade	11th Grade	12th Grade	AVERAGE[2]
Spelling	0	+1	+1	+1	+0.75
Punctuation	+1	+1	+1	+1	+1.00
Capitalization	0	+1	+1	0	+0.50

[1] These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-38.

[2] The average is computed across all grades for each skills area.

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Figure B-1-42

CHANGES IN AVERAGE PERCENT CORRECT
SOCIAL STUDIES SKILLS
FROM 1975-76 TO 1976-77

Skills Areas	Changes in Average Percent Correct[1]				
	9th Grade	10th Grade	11th Grade	12th Grade	Average[2]
Organizing Information	+1	+1	-1	+2	+0.75
Interpreting Information:					
Political Science	+2	0	+2	+4	+2.00
Sociology and Anthropology	0	+1	+1	+2	+1.00
Economics	+2	+1	0	+1	+1.00
History	-1	+1	-2	+1	-0.25
Geography	+1	0	+2	+4	+1.75
Evaluation:					
Political Science	+1	+1	+1	+2	+1.25
Sociology and Anthropology	+2	+2	+1	+3	+2.00
Economics	+1	-1	0	+2	+0.50
History	+1	0	+1	+2	+1.00
Geography	+2	+1	0	+1	+1.00

[1] These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-38.

[2] The average is computed across all grades for each skills area.

Figure B-1-43

CHANGES IN AVERAGE PERCENT CORRECT
SCIENCE SKILLS
FROM 1975-76 TO 1976-77

Skills Areas	Changes in Average Percent Correct[1]				
	9th Grade	10th Grade	11th Grade	12th Grade	Average[2]
Skills:					
Knowledge	+1	+1	0	+1	+0.75
Comprehension	0	+1	+2	+3	+1.50
Application	+1	+1	+2	+2	+1.50
Higher Level Skills	+1	0	0	+1	+0.50
Content:					
Biology	+1	+2	+2	+2	+1.75
Chemistry	+1	+1	+1	+3	+1.50
Physics	0	0	+1	+1	+0.50
Earth Sciences	+1	+2	+1	+2	+1.50

[1] These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-

[2] The average is computed across all grades for each skills area.

Figure B-1-44

CHANGES IN AVERAGE PERCENT CORRECT
MATH SKILLS
FROM 1975-76 TO 1976-77

Skills Areas	Changes in Average Percent Correct[1]				
	9th Grade	10th Grade	11th Grade	12th Grade	Average[2]
Computation:					
Whole Numbers	+2	0	+1	+1	+1.0
Fractions	+1	-1	+1	+1	+0.5
Decimals & Percents	+1	0	+1	+2	+1.0
Denominate Numbers	+1	-1	+3	-2	+0.25
Elem. Algebraic Manipulations	0	-1	+2	+1	+0.50
Concepts:					
Recall Facts and/or Perform Math Manipulations	-1	+1	+1	+1	+0.50
Comprehension of Math Cocnepts	0	0	+1	+2	+0.75
Exercise Ingenuity on Higher Mental Processes	0	0	+2	+1	+0.75

---

[1] These changes are the "gains"/"losses" reported in Figures B-1-15 through B-1-38

[2] The average is computed acorss all grades for each skills area.

APPENDIX B
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 2
(Evaluation Question 1-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 1-2, stated below:

> In which basic skills areas is student achievement the lowest? In which is it the highest?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the"average percent correct" computation for each of the STEP skills areas, based on the 1976-77 administration. Inherent differences in the difficulty levels exist among the test items in the different skills. To adjust for these varying difficulties, the basis for comparing achievement among different skills is the differences between the districtwide average percent correct and the norming group average percent correct.

Within each grade and for each STEP test, a rank ordering of these differences for the component skills areas provides the information needed to identify the skills with lowest student achievement and the skills with highest student achievement.

To obtain a broader perspective -- the identifying of the lowest achievement skills and the highest achievement skills across all grades -- the following modification to the above procedure was employed. For each skills area, the average of the differences across all grades was computed. The rank ordering of all of these average differences for the component skills of a STEP test provides a means of identifying the skills with lowest student achievement and the skills with the highest achievement throughout the high school grades.

FINDINGS:

Figures B-2-1 through B-2-24 detail the specific results. Because of the quite large amount of detail, these results cannot be verbally summarized in any convenient manner. Interested AISD personnel are urged to inspect these tables on their own.

Figures B-2-25 through B-2-30 provide a condensation of this data, obtained by averaging, for each skills area, the differences across all grades. One notable fact emerges from an inspection of these figures. The average differences, within each STEP test, are very dispersed, and it is quite easy to identify potential weaknesses, as well as strengths, in the high school curriculum areas.

Figure B-2-1

AVERAGE PERCENT CORRECT
9th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		**DIFFERENCE**[1]
	Districtwide	National Norm	
Vocabulary	59	66	-7
Comprehension of the Main Idea	43	44	-1
Conprehension of Details	49	53	-4
Character Analysis	37	47	-10
Drawing Conclusions & Making Inferences	41	43	-2
Comprehension of Tone and Mood	34	38	-4

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-2

AVERAGE PERCENT CORRECT
9th GRADE ENGLISH EXPRESSION SKILLS AREA
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Usage:			
Agreement and Case	40	48	-8
Comparison	49	56	-7
General Usage	40	48	-8
Verb Forms	44	57	-13
Sentence Structure:			
Modifier Placement	33	36	-3
Clauses and Phrases	39	45	-6
Parallelism	54	62	-8

[1] **The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.**

Figure B-2-3

AVERAGE PERCENT CORRECT
9th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Spelling	44%	52%	-8
Punctuation	42%	50%	-8
Capitalization	52%	64%	-12

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-4

AVERAGE PERCENT CORRECT
9th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE [1]
	Districtwide	National Norm	
Organizing Information	46	53	-7
Interpreting Information:			
Political Science	54	59	-5
Sociology and Anthropology	48	52	-4
Economics	43	49	-6
History	35	37	-2
Geography	49	61	-12
Evaluation:			
Political Science	41	42	-1
Sociology and Anthropology	51	55	-4
Economics	31	33	-2
History	37	41	-4
Geography	48	53	-5

---

[1] **The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.**

Figure B-2-5

AVERAGE PERCENT CORRECT
9th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Skills:			
Knowledge	41	46	-5
Comprehension	45	47	-2
Application	46	48	-2
Higher Level Skills	53	54	-1
Content:			
Biology	45	54	-9
Chemistry	35	38	-3
Physics	41	46	-5
Earth Sciences	49	54	-5

---

[1] The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

Figure B-2-6

AVERAGE PERCENT CORRECT
9th GRADE MATHEMATICS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Computation:			
Whole Numbers	73	77	-4
Fractions	46	58	-12
Decimals & Percents	41	49	-8
Denominate Numbers	41	46	-5
Elem. Algebraic Manipulations	41	46	-5
Concepts:			
Recall Facts and/or Perform Math Manipulations	38	41	-3
Comprehension of Math Concepts	52	54	-2
Exercise Ingenuity on Higher Mental Processes	33	34	-1

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

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Figure B-2-7

AVERAGE PERCENT CORRECT
10th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Vocabulary	66	71	-5
Comprehension of the Main Idea	48	50	-2
Conprehension of Details	55	58	-3
Character Analysis	39	44	-5
Drawing Conclusions & Making Inferences	47	48	-1
Comprehension of Tone and Mood	39	45	-6

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-8

AVERAGE PERCENT CORRECT
10th GRADE ENGLISH EXPRESSION SKILLS AREA
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Usage:			
Agreement and Case	45	50	-5
Comparison	54	59	-5
General Usage	45	50	-5
Verb Forms	52	57	-5
Sentence Structure:			
Modifier Placement	40	40	0
Clauses and Phrases	45	49	-4
Parallelism	61	67	-6

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-9

AVERAGE PERCENT CORRECT
10th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Spelling	50%	57%	-7
Punctuation	46%	54%	-8
Capitalization	57%	66%	-9

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-10

AVERAGE PERCENT CORRECT
10th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE [1]
	Districtwide	National Norm	
Organizing Information	54	57	-3
Interpreting Information:			
Political Science	59	65	-6
Sociology and Anthropology	55	42	+13
Economics	47	52	-5
History	41	44	-3
Geography	55	66	-11
Evaluation:			
Political Science	47	48	-1
Sociology and Anthropology	59	63	-4
Economics	35	39	-4
History	42	46	-4
Geography	53	58	-5

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

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Figure B-2-11

AVERAGE PERCENT CORRECT
10th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Skills:			
Knowledge	47	50	-3
Comprehension	50	51	-1
Application	51	52	-1
Higher Level Skills	57	59	-2
Content:			
Biology	52	60	-8
Chemistry	38	42	-4
Physics	45	47	-2
Earth Sciences	54	57	-3

---

[1] **The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.**

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Figure B-2-12

AVERAGE PERCENT CORRECT
10th GRADE MATHEMATICS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Computation:			
Whole Numbers	77	79	-2
Fractions	52	60	-8
Decimals & Percents	46	50	-4
Denominate Numbers	46	50	-4
Elem. Algebraic Manipulations	49	49	0
Concepts:			
Recall Facts and/or Perform Math Manipulations	43	43	0
Comprehension of Math Concepts	57	56	+1
Exercise Ingenuity on Higher Mental Processes	38	37	+1

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-13

AVERAGE PERCENT CORRECT
11th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Vocabulary	71	75	-4
Comprehension of the Main Idea	54	53	+1
Conprehension of Details	60	65	-5
Character Analysis	46	48	-2
Drawing Conclusions & Making Inferences	52	54	-2
Comprehension of Tone and Mood	46	53	-7

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-14

AVERAGE PERCENT CORRECT
11th GRADE ENGLISH EXPRESSION SKILLS AREA
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Usage:			
Agreement and Case	51	53	-2
Comparison	61	61	0
General Usage	51	57	-6
Verb Forms	59	58	+1
Sentence Structure:			
Modifier Placement	45	43	+2
Clauses and Phrases	51	54	-3
Parallelism	66	69	-3

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-15

AVERAGE PERCENT CORRECT
11th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SKILLS AREA	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Spelling	56%	60%	-4
Punctuation	50%	57%	-7
Capitalization	62%	69%	-7

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-16

AVERAGE PERCENT CORRECT
11th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Organizing Information	59	65	-6
Interpreting Information:			
Political Science	67	68	-1
Sociology and Anthropology	60	50	+10
Economics	51	54	-3
History	44	48	-4
Geography	62	68	-6
Evaluation:			
Political Science	52	53	-1
Sociology and Anthropology	64	66	-2
Economics	40	42	-2
History	49	53	-4
Geography	58	61	-3

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-17

AVERAGE PERCENT CORRECT
11th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Skills:			
Knowledge	50	54	-4
Comprehension	54	53	+1
Application	56	55	+1
Higher Level Skills	61	62	-1
Content:			
Biology	55	61	-6
Chemistry	44	47	-3
Physics	49	50	-1
Earth Sciences	57	63	-6

---

[1] The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

Figure B-2-18

AVERAGE PERCENT CORRECT
11th GRADE MATHEMATICS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Computation:			
Whole Numbers	81	80	+1
Fractions	58	64	-6
Decimals & Percents	51	55	-4
Denominate Numbers	52	55	-3
Elem. Algebraic Manipulations	56	54	+2
Concepts:			
Recall Facts and/or Perform Math Manipulations	47	45	+2
Comprehension of Math Concepts	61	57	+4
Exercise Ingenuity on Higher Mental Processes	41	38	+3

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-19

AVERAGE PERCENT CORRECT
12th GRADE READING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Vocabulary	75	78	-3
Comprehension of the Main Idea	58	58	0
Conprehension of Details	66	66	0
Character Analysis	51	53	-2
Drawing Conclusions & Making Inferences	57	55	+2
Comprehension of Tone and Mood	52	54	-2

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-20

AVERAGE PERCENT CORRECT
12th GRADE ENGLISH EXPRESSION SKILLS AREA
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Usage:			
Agreement and Case	57	54	+3
Comparison	65	62	+3
General Usage	56	58	-2
Verb Forms	64	59	+5
Sentence Structure:			
Modifier Placement	53	46	+7
Clauses and Phrases	55	58	-3
Parallelism	71	74	-3

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-21

AVERAGE PERCENT CORRECT
12th GRADE MECHANICS OF WRITING SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SKILLS AREA	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Spelling	60%	66%	-6
Punctuation	55%	63%	-8
Capitalization	66%	74%	-8

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-22

AVERAGE PERCENT CORRECT
12th GRADE SOCIAL STUDIES SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Organizing Information	66	68	-2
Interpreting Information:			
Political Science	73	70	+3
Sociology and Anthropology	66	54	+12
Economics	52	55	-3
History	48	49	-1
Geography	68	69	-1
Evaluation:			
Political Science	59	56	-3
Sociology and Anthropology	71	71	0
Economics	46	47	-1
History	53	57	-4
Geography	63	64	-1

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

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Figure B-2-23

AVERAGE PERCENT CORRECT
12th GRADE SCIENCE SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Skills:			
Knowledge	52	55	-3
Comprehension	58	55	+3
Application	59	56	+3
Higher Level Skills	65	63	+2
Content:			
Biology	58	63	-5
Chemistry	47	48	-1
Physics	52	51	+1
Earth Sciences	61	59	+2

---

[1] The difference is computed as AISD Average Percent correct - National Norm Average Percent Correct.

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Figure B-2-24

AVERAGE PERCENT CORRECT
12th GRADE MATHEMATICS SKILLS AREAS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
DISTRICTWIDE (1976-77) AND NATIONAL NORMS

SKILLS AREAS	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	Districtwide	National Norm	
Computation:			
Whole Numbers	83	80	+3
Fractions	62	66	-4
Decimals & Percents	56	58	-2
Denominate Numbers	53	58	-5
Elem. Algebraic Manipulations	59	54	+5
Concepts:			
Recall Facts and/or Perform Math Manipulations	50	49	+1
Comprehension of Math Concepts	64	59	+5
Exercise Ingenuity on Higher Mental Processes	43	41	+2

---

[1] The difference is computed as AISD Average Percent Correct - National Norm Average Percent Correct.

Figure B-2-25

AVERAGE DIFFERENCES[1]
IN READING SKILLS
BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA[2]	AVERAGE DIFFERENCE
Comprehension of the Main Idea	-0.50
Drawing Conclusions and Making Inferences	-0.75
Comprehension of Details	-3.00
Vocabulary	-4.75
Character Analysis	-4.75
Comprehension of Tone and Mood	-4.75

[1] The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

[2] Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

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Figure B-2-26

AVERAGE DIFFERENCES[1] IN ENGLISH EXPRESSION SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA[2]	AVERAGE DIFFERENCE
Sentence Structure - Modifier Placement	+1.50
Usage - Comparison	-2.25
Usage - Agreement and Case	-3.00
Usage - Verb Forms	-3.00
Sentence Structure - Clauses and Phrases	-4.00
Sentence Structure - Parallelism	-5.00
Usage - General Usage	-5.25

[1] The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

[2] Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

Figure B-2-27

AVERAGE DIFFERENCES[1] IN MECHANICS OF WRITING SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA[2]	AVERAGE DIFFERENCE
Spelling	-6.25
Punctuation	-7.75
Capitalization	-9.0

[1] The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

[2] Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

Figure B-2-28

AVERAGE DIFFERENCES[1] IN SOCIAL STUDIES SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA[2]	AVERAGE DIFFERENCE
Interpreting Information - Sociology & Anthropology	+7.75
Evaluation - Political Science	-1.50
Interpreting Information - Political Science	-2.25
Evaluation - Economics	-2.25
Evaluation - Sociology & Anthropology	-2.50
Interpreting Information - History	-2.50
Evaluation - Geography	-3.50
Evaluation - History	-4.00
Interpreting Information - Economics	-4.25
Organizing Information	-4.50
Interpreting Information - Geography	-7.50

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[1] The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

[2] Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

Figure B-2-29

AVERAGE DIFFERENCES[1] IN SCIENCE SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA[2]	AVERAGE DIFFERENCE
Skills - Application	+0.25
Skills - Comprehension	+0.25
Skills - Higher Level	-0.50
Content - Physics	-1.75
Content - Chemistry	-2.75
Content - Earth Sciences	-3.0
Skills - Knowledge	-3.75
Content - Biology	-7.0

[1] The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

[2] Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

Figure B-2-30

AVERAGE DIFFERENCES[1] IN MATH SKILLS BETWEEN AISD AND THE NATIONAL NORMS

SKILLS AREA[2]	AVERAGE DIFFERENCE
Concepts - Comprehension of Math Concepts	+2.0
Concepts - Exercise Ingenuity on Higher Mental Processes	+1.25
Computation - Elementary Algebraic Manipulations	+0.50
Concepts - Recall Facts and/or Perform Manipulations	0.0
Computation - Whole Numbers	-0.50
Computation - Denominate Numbers	-4.25
Computation - Decimals and Percents	-4.5
Computation - Fractions	-7.5

[1] The Average Difference for each skill area is the average, across all high school grades, of the difference between the district "average percent" correct and the norming group "average percent" correct.

[2] Skills are listed in descending order, with skills having the highest overall districtwide achievement listed at the top.

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APPENDIX B
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 3
(Evaluation Question 1-3)

PURPOSE:

The purpose of Part 3 of this appendix is to provide information to answer Evaluation Question 1-3, stated below:

> How does Austin achievement in the basic skills areas compare with nationwide achievement in these areas?

PROCEDURE:

Data Collection. The method of data collection and its consequences has already been described in Part 1 of this appendix.

Analyses. The basic data that is considered in this part of the appendix is the difference between the "average percent correct" for AISD students, for each skills area, and the "average percent correct" for students in the national norming sample for this same skills area. This difference is computed as AISD average percent correct - national norming sample average percent correct. Positive differences reflect superior achievement by AISD students, and negative differences reflect superior achievement by national norming sample students.

The method of analysis involves an inspection of these differences and a summary of where AISD strengths and weaknesses are in relation to the national norming sample.

FINDINGS:

Figures B-2-1 through B-2-24 in the preceeding part of this appendix detail the differences between AISD students and national norming students for each skills area for each of grades 9-12.

Figure B-3-1 provides a summary count of the number of STEP skills areas by test and by grade which are below national norms, equal to national norms, and above national norms. An inspection of this figure reveals that very few of the skills areas in the different tests and for the different grades demonstrate achievement equal to above the national norms.

This fact should be compared to the results reported in Part 6 of this appendix which show that districtwide median percentile scores for the STEP tests for the different grades are, with few exceptions, below the 50%ile point. This comparison suggests that in general the relatively low median percentile scores for each test is a consequence of lower low achievement in all of the skills areas included in that test, rather than in just a few of these skills areas.

Figure B-3-1

COUNTS OF STEP SKILLS AREAS THAT ARE BELOW NATIONAL NORMS, EQUAL TO NATIONAL NORMS, AND ABOVE NATIONAL NORMS FOR 1976-77 DISTRICTWIDE TESTING

Test	Grade	NUMBER OF SKILLS AREAS		
		Below Norms	Equal to Norms	Above Norms
Reading (6 Skills Areas)	9	6	0	0
	10	6	0	0
	11	5	0	1
	12	3	2	1
English Expression (7 Skills Areas)	9	7	0	0
	10	6	1	0
	11	4	1	2
	12	3	0	4
Mechanics of Writing (3 Skills Areas)	9	3	0	0
	10	3	0	0
	11	3	0	0
	12	3	0	0
Social Studies (11 Skills Areas)	9	11	0	0
	10	10	0	1
	11	10	0	1
	12	8	1	2
Science (8 Skills Areas)	9	8	0	0
	10	8	0	0
	11	6	0	2
	12	3	0	5
Math (8 Skills Areas)	9	8	0	0
	10	4	2	2
	11	3	0	5
	12	3	0	5
ALL TESTS COMBINED (43 Skills Areas)	9	43 (100%)	0 (0%)	0 (0%)
	10	37 (86%)	3 (7%)	3 (7%)
	11	31 (72%)	1 (2%)	11 (26%)
	12	23 (53%)	3 (7%)	17 (10%)

APPENDIX B
SEQUENTIAL TEST OF EDUCATIONAL PROGRESS

Part 4
(Evaluation Question 2-1)

PURPOSE:

The purpose of Part 4 of this appendix is to provide information to answer Evaluation Question 2-1, stated below:

> How does student achievement in the general curriculum areas (reading, mathematics, English, etc.) compare with student achievement in these curriculum areas during the last year?

PROCEDURE:

Data Collection. The method of data collection, and its consequences, has already been described in Part 1 of this appendix.

Analyses. Two general methods of analysis are described below.

The first general analysis method is a descriptive one. The districtwide median percentile scores, by grade, were computed for each of the STEP tests administered during the 1975-76 school year and during the current year.

For each grade and STEP test, the difference between the 1976-77 median percentile and the 1975-76 median percentile was determined as an indication of whether or not any improvement from last year had occurred.

Two different summarizing procedures were then utilized, to reduce this data to more useful forms. The first summarizing procedure involves computing the median of the 1976-77/1975-76 differences, across all grades, for each STEP test. The medians of these differences, for the different STEP tests, provides a means of ranking each of the STEP achievement areas according to the amount of improvement that has occurred since last year.

The second summarizing procedure is similar to the first one, except the summary is obtained by collapsing across all STEP tests. In this case, the medians of these 1976-77/1975-76 differences, for the four different grades, provides a means of ranking each of the four high school grades according to the amount of improvement that has occurred since last year.

The second general method analysis involves only those students who participated in the STEP testing during last year and during the current year. This method allows for a consideration of whether a typical student has improved since the last STEP administration. The method is sometimes referred to as "cohort" analyses, but in this appendix the term "tracking group" analyses will be utilized.

Three tracking groups were defined: students who were in the 9th grade in 1975-76, and who were in the 10th grade in 1976-77, and who participated in the STEP testing during both of these years, were designated as members of the "10th Grade Tracking Group". The "11th Grade Tracking Group" and the "12th Grade Tracking Group" were similarly defined.

For each of these tracking groups, the 1975-76 median percentile scores were computed for each STEP test, and the corresponding 1976-77 medians were also computed. The difference between the 1975-76 median and the 1976-77 median provides an indication as to whether any growth in achievement has occurred.

An analysis of only the median score for an entire tracking group can sometimes mask unexpected strengths and weaknesses. One particular such possibility is investigated by additional analyses. For each tracking group, and for each of the STEP tests, all tracking group members were separated in a "high achieving" subgroup and a "low-achieving" subgroup. The "high achieving" subgroup consisted of students whose scores on the 1975-76 STEP test were above the tracking group median. The "low achieving" subgroup consisted of all other students. The median percentile scores for each of these two subgroups was computed for each STEP test and for both administrations.

The medians for 1975-76 and 1976-77, for these two subgroups, were compared to determine if (1) the trends for the two subgroups were different, and if (2) the trends for either or both of the two subgroups were different from the trends for the entire tracking group.

FINDINGS FOR ANALYSIS METHOD #1:

The detailed results for the 1975-76 districtwide results and for the 1976-77 districtwide results are presented in Figures B-4-1 through B-4-28. A condensation of these results, detailing only the median percentile scores for each STEP test, by grade and by year, is displayed in Figures B-4-29 through B-4-37. Figures B-4-38 through B-4-41 represent a graphic display of the nine previous figures.

How does achievement in 1976-77 compare with achievement in the previous year, for comparable grades? Figures B-4-29 through B-4-37 reveal that the increase in some test areas is higher than the increase in others. For example, the "gain" or "loss" columns for Reading and

Science indicate fairly large differences in the median percentile scores for all grades. On the other hand, for English Expression, Mechanics of Writing - Spelling, and for Math Concepts, there is no change between the medians for last year and this year, for two of the four high school grades.

Figure B-4-42 displays a summary of the increase in median scores, across all grades, for each of the STEP tests. Two facts may be noted from an inspection of this table:

- The least amount of improvement is generally in the areas of English Expression and in Spelling. The greatest amount of improvement is in the areas of Reading and in Science.
- For each of the STEP tests, improvement over the previous year has occurred for at least one grade. However, only in reading and in science has improvement occurred in all four of the high school grades.

How do the different grades compare with respect to improved achievement from last year? By computing, for each high school grade, the median of the increases in medians for all of the STEP tests, it is possible to assess the relative amount of improvement from last year, between the different grades.

Figure B-4-43 displays a summary of such a comparison. Two facts may be noted from this figure.

- Grades 9, 10, and 12 are approximately equivalent with regard to improvement of achievement. The least amount of improvement is occurring in Grade 11. In fact, for only three of the eight STEP tests discussed here is any improvement noted at all.
- For each of Grades 9-12, improvement has occurred in at least some of the STEP tests. However, only in Grade 12 has improvement occurred in each of the STEP tests.

FINDINGS FOR ANALYSIS METHOD #2:

The detailed results for the basic tracking group analyses are displayed in Figures B-4-44 through B-4-52. Any comparisons of these tracking group gains between different STEP tests and between different tracking groups should be made with extreme caution. The most unusual consequence of the tracking group results is that tracking groups with a low median percentile score in 1975-76 tend to gain considerably during the following year, for that STEP test. Alternatively, tracking groups with a high median percentile score in 1975-76 tend to gain only a little, or even lose, during the follwoing year.

At least two possible explanations exist for this phenomenon:

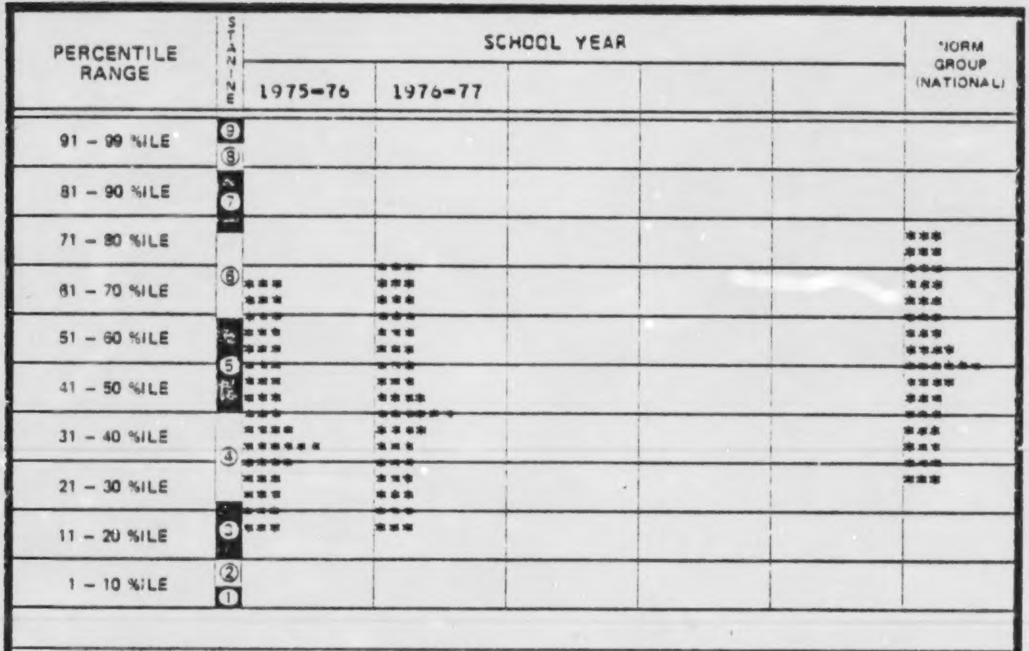
- It may be that the greatest improvement is occurring where it is most needed and that instruction in the Austin schools has deliberately been set to accomplishing this goal.
- Alternatively, it may be that what is observed here is only a consequence of the regression effect.

A graphic illustration of this phenomenon is demonstrated in Figure B-4-53. This figure is a plot of the 1975-76 median percentile score for each tracking group for each STEP test and the amount of percentile gain or loss achieved by that tracking group in that test in 1976-77. For example, in the STEP Mechanics of Writing - Capitalization and Punctuation test, the 9th Grade/10th Grade tracking group had a median score of 30%ile in 1975-76 and gained four percentile points during the following year. This is represented by the point in Figure B-4-53 which is the farthest to the left -- above the 30%ile point and beside the 4%ile gain point.

It is obvious that considerable study and additional analyses will be necessary before an adequate explanation of this phenomenon can be provided. Meanwhile, it is apparent that comparing gains for different tracking groups or for different STEP tests is quite risky because of the high correlation of gain with the 1975-76 median scores.

Figure B-4-1

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE
READING

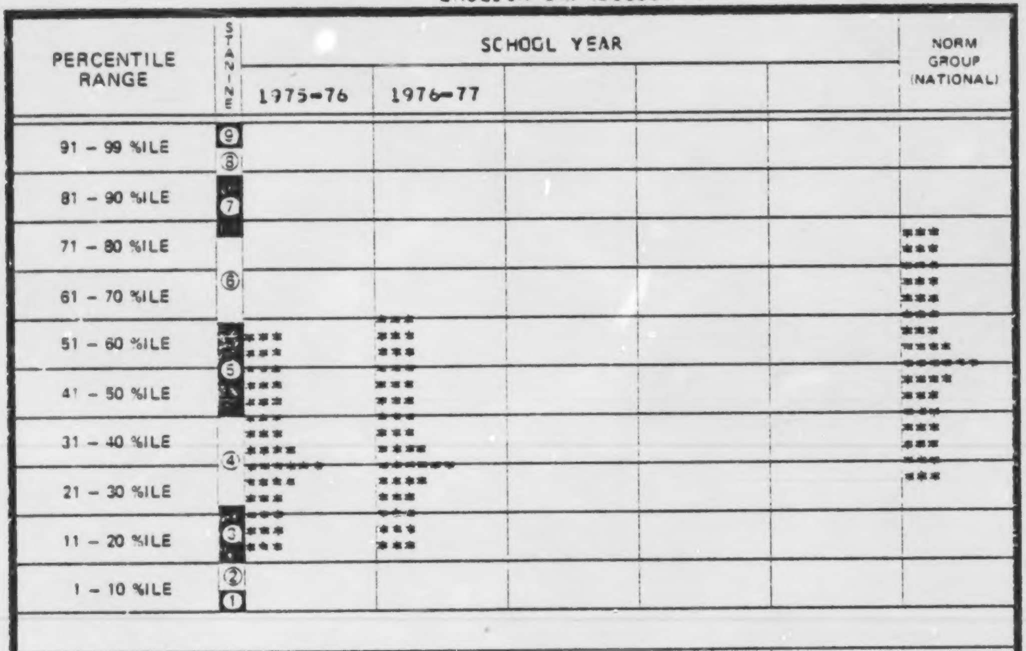


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4433	4338				
3RD QUARTILE	66 %ILE	68 %ILE				75 %ILE
MEDIAN	33 %ILE	38 %ILE				50 %ILE
1ST QUARTILE	14 %ILE	14 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-2

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE
ENGLISH EXPRESSION



PERCENTILE RANGE	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4435	4342				
3RD QUARTILE	56 %ILE	60 %ILE				75 %ILE
MEDIAN	29 %ILE	29 %ILE				50 %ILE
1ST QUARTILE	11 %ILE	11 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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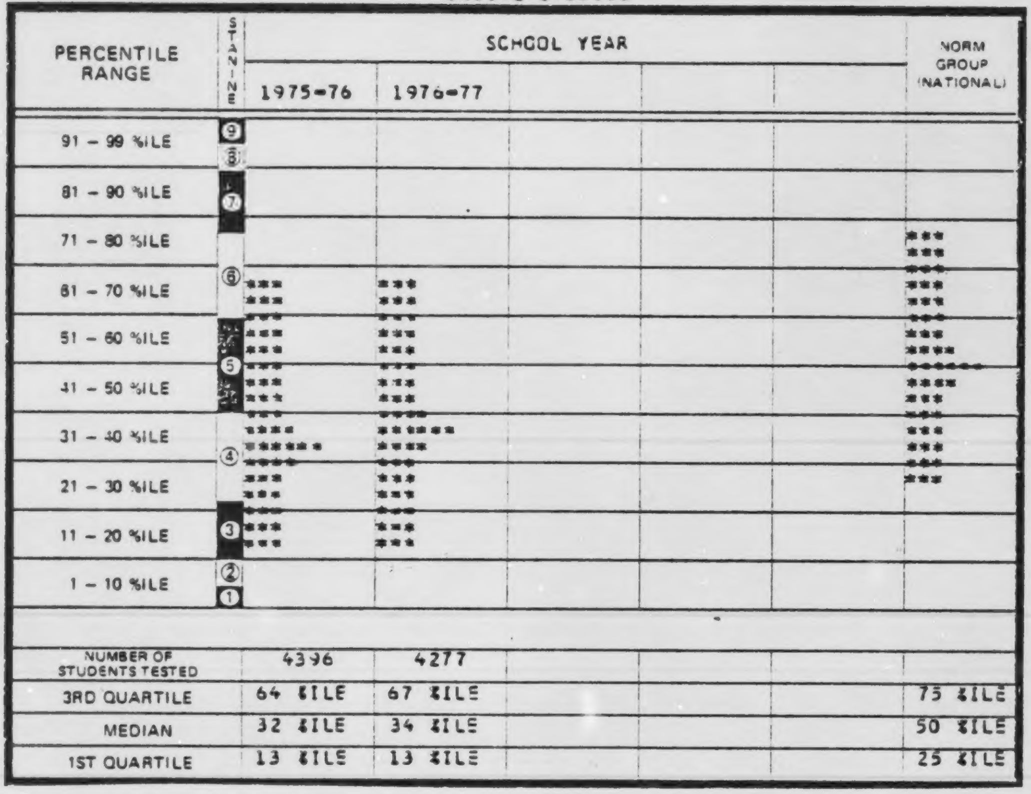
Figure B-4-3

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE
SOCIAL STUDIES

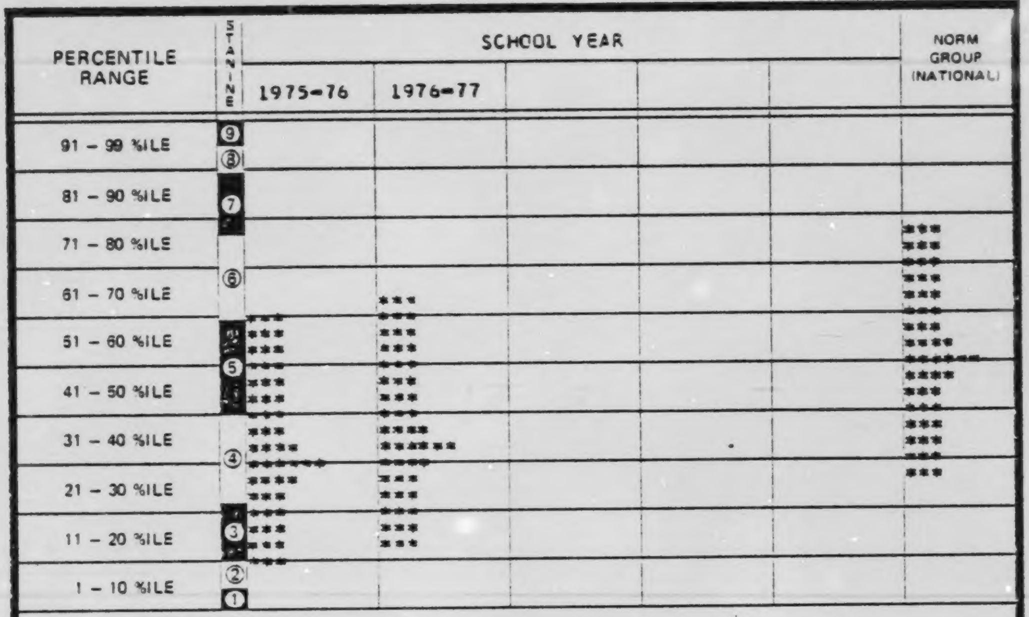


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4396	4277				
3RD QUARTILE	64 %ILE	67 %ILE				75 %ILE
MEDIAN	32 %ILE	34 %ILE				50 %ILE
1ST QUARTILE	13 %ILE	13 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-4

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4419	4338				
3RD QUARTILE	59 %ILE	61 %ILE				75 %ILE
MEDIAN	30 %ILE	32 %ILE				50 %ILE
1ST QUARTILE	09 %ILE	11 %ILE				25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4430	4343				
3RD QUARTILE	64 %ILE	64 %ILE				75 %ILE
MEDIAN	36 %ILE	36 %ILE				50 %ILE
1ST QUARTILE	13 %ILE	13 %ILE				25 %ILE

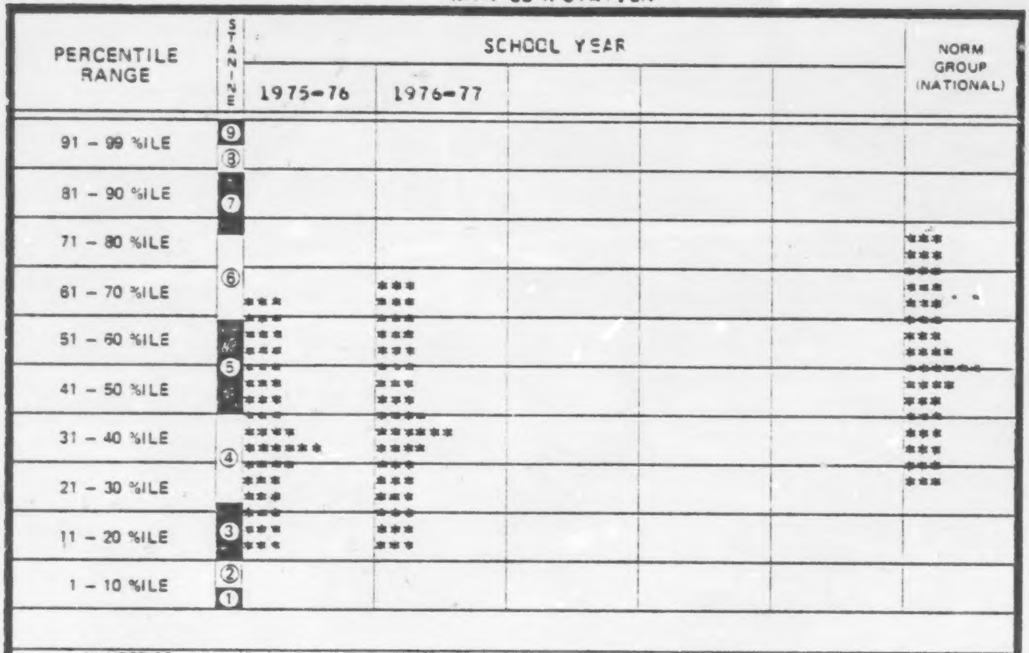
SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4424	4344				
3RD QUARTILE	58 %ILE	61 %ILE				75 %ILE
MEDIAN	25 %ILE	30 %ILE				50 %ILE
1ST QUARTILE	11 %ILE	11 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-5

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION

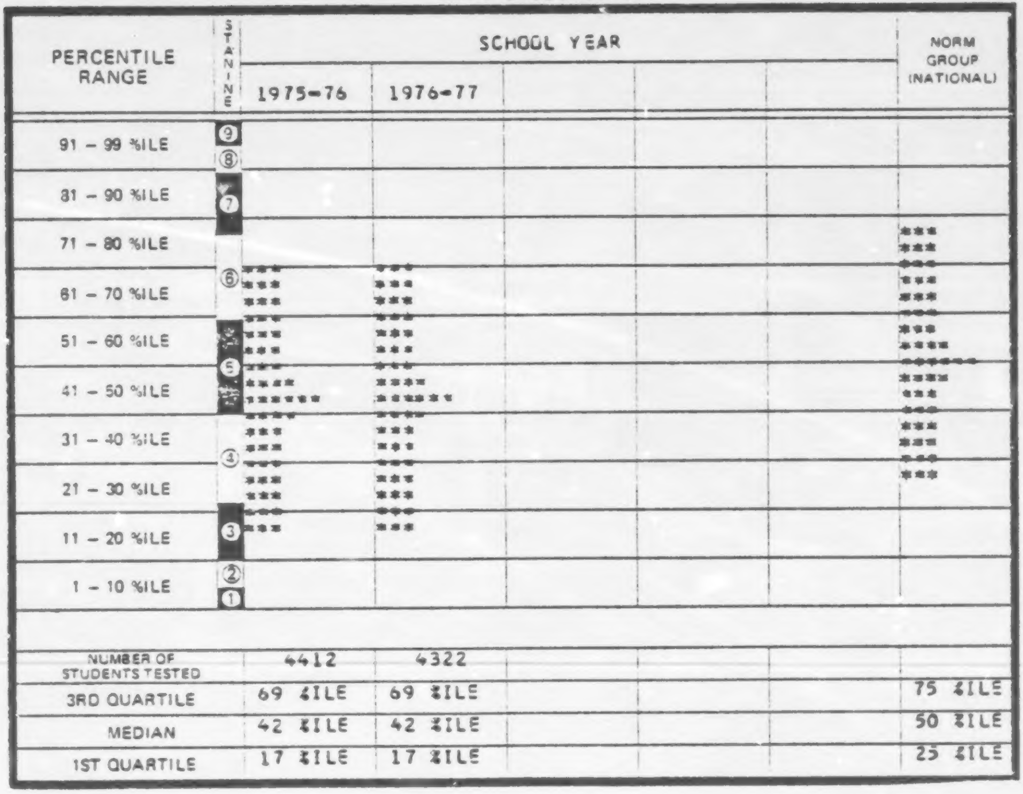


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4386	4243				
3RD QUARTILE	62 %ILE	66 %ILE				75 %ILE
MEDIAN	31 %ILE	35 %ILE				50 %ILE
1ST QUARTILE	13 %ILE	13 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-6

A.I.S.D. 9TH GRADE STEP II ACHIEVEMENT PROFILE
MATH BASIC CONCEPTS

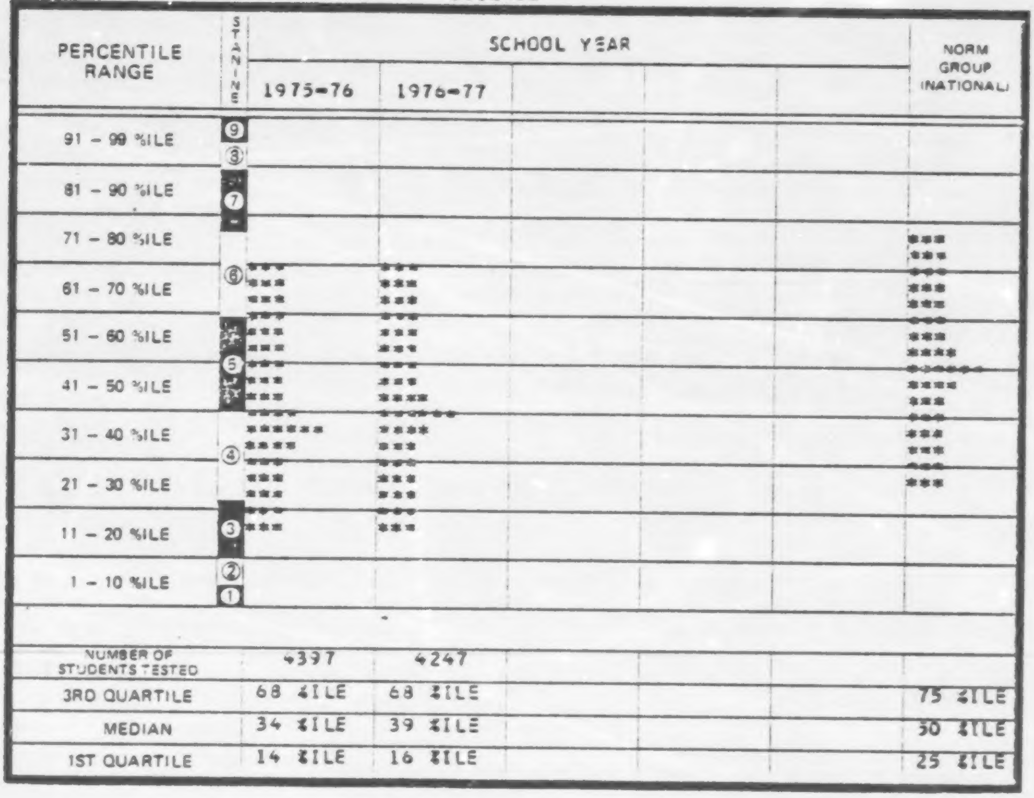


PERCENTILE RANGE	STANINE	SCHOOL YEAR 1975-76	1976-77				NORM GROUP (NATIONAL)
91 - 99 %ILE	⑨ ⑧						
81 - 90 %ILE	⑦						
71 - 80 %ILE							
61 - 70 %ILE	⑥						
51 - 60 %ILE							
41 - 50 %ILE	⑤						
31 - 40 %ILE							
21 - 30 %ILE	④						
11 - 20 %ILE	③						
1 - 10 %ILE	② ①						
NUMBER OF STUDENTS TESTED		4412	4322				
3RD QUARTILE		69 %ILE	69 %ILE				75 %ILE
MEDIAN		42 %ILE	42 %ILE				50 %ILE
1ST QUARTILE		17 %ILE	17 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-7

A.I.S.D.   9TH GRADE   STEP II ACHIEVEMENT PROFILE
SCIENCE

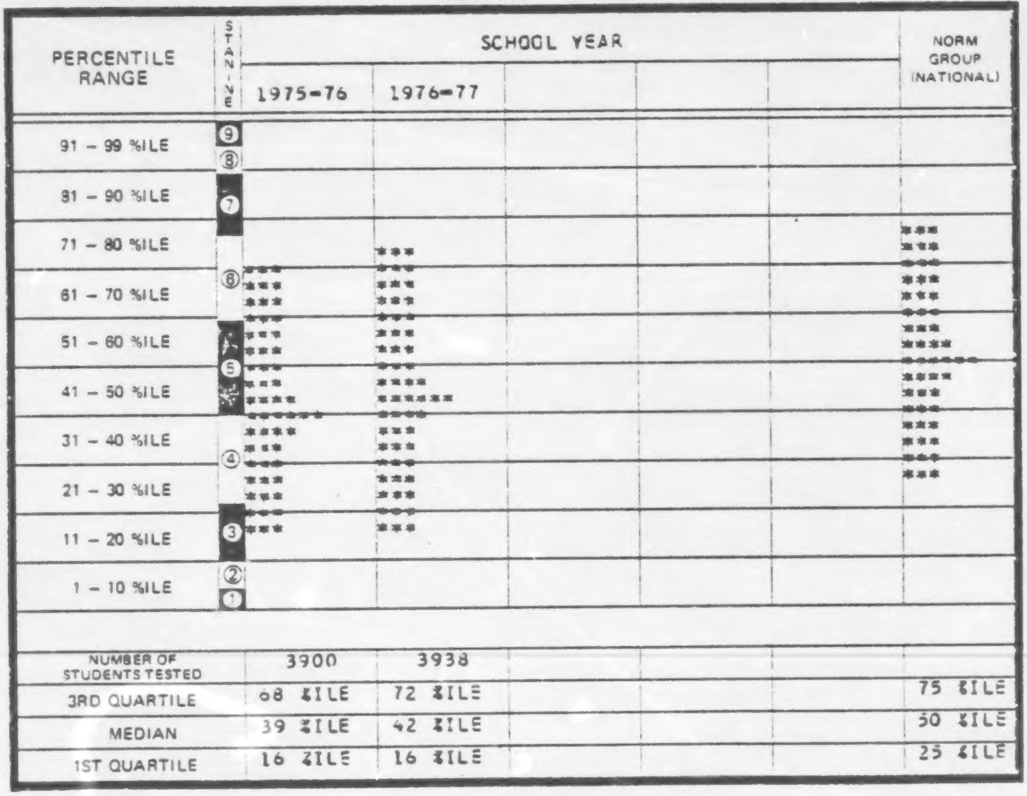


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4397	4247				
3RD QUARTILE	68 %ILE	68 %ILE				75 %ILE
MEDIAN	34 %ILE	39 %ILE				50 %ILE
1ST QUARTILE	14 %ILE	16 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-8

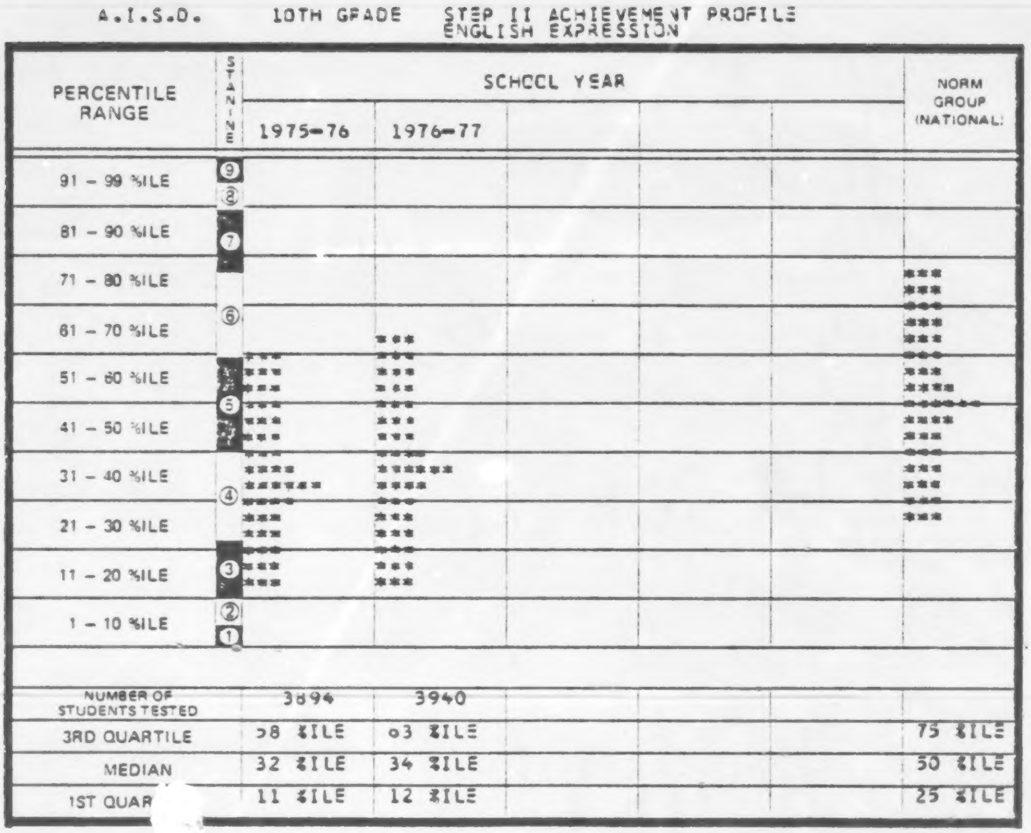
A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE
READING



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3900	3938				
3RD QUARTILE	68 %ILE	72 %ILE				75 %ILE
MEDIAN	39 %ILE	42 %ILE				50 %ILE
1ST QUARTILE	16 %ILE	16 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-9



A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE
ENGLISH EXPRESSION

	1975–76	1976–77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3894	3940				
3RD QUARTILE	58 %ILE	63 %ILE				75 %ILE
MEDIAN	32 %ILE	34 %ILE				50 %ILE
1ST QUAR	11 %ILE	12 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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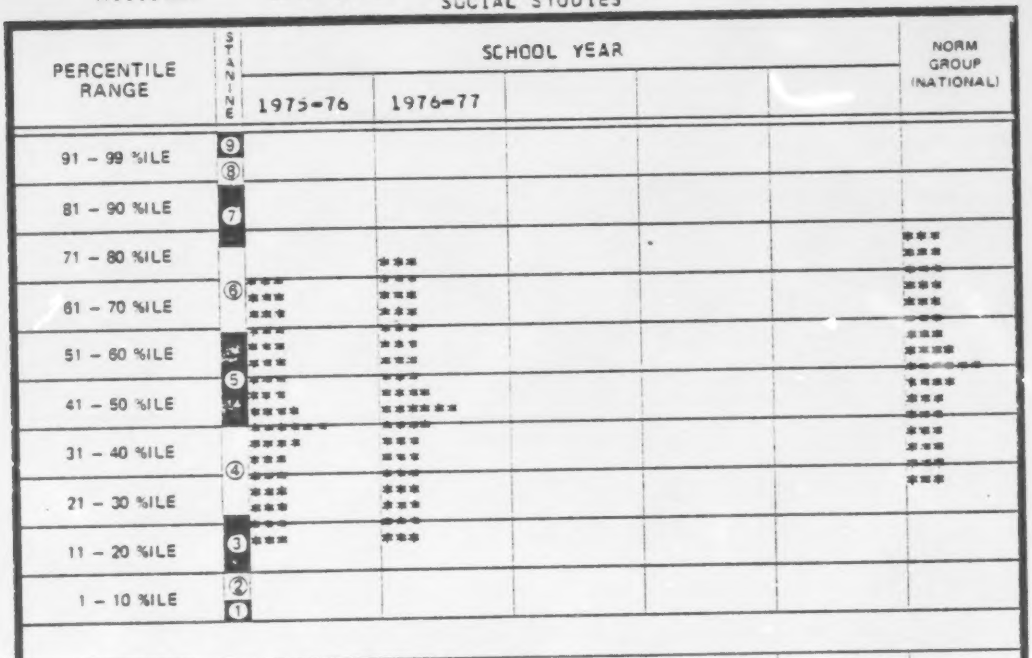
Figure B-4-10

A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE SOCIAL STUDIES

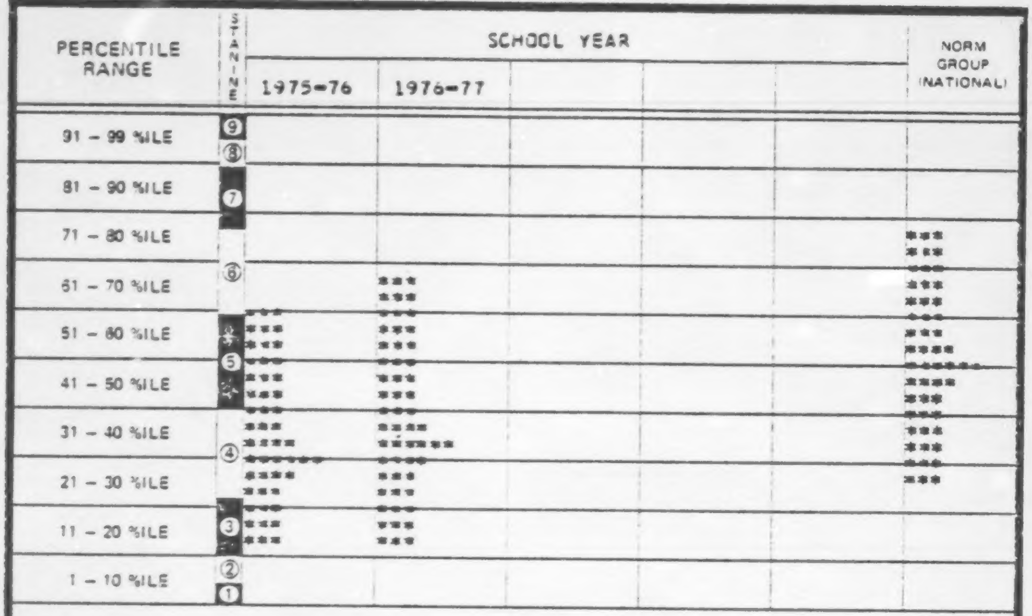


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3834	3844				
3RD QUARTILE	70 %ILE	72 %ILE				75 %ILE
MEDIAN	38 %ILE	41 %ILE				50 %ILE
1ST QUARTILE	15 %ILE	17 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-11

A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3889	3937				
3RD QUARTILE	59 %ILE	64 %ILE				75 %ILE
MEDIAN	29 %ILE	33 %ILE				50 %ILE
1ST QUARTILE	11 %ILE	13 %ILE				25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3897	3942				
3RD QUARTILE	60 %IL	65 %ILE				75 %ILE
MEDIAN	31 %ILE	36 %ILE				50 %ILE
1ST QUARTILE	14 %ILE	17 %ILE				25 %ILE

SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3893	3940				
3RD QUARTILE	56 %ILE	59 %ILE				75 %ILE
MEDIAN	26 %ILE	31 %ILE				50 %ILE
1ST QUARTILE	10 %ILE	13 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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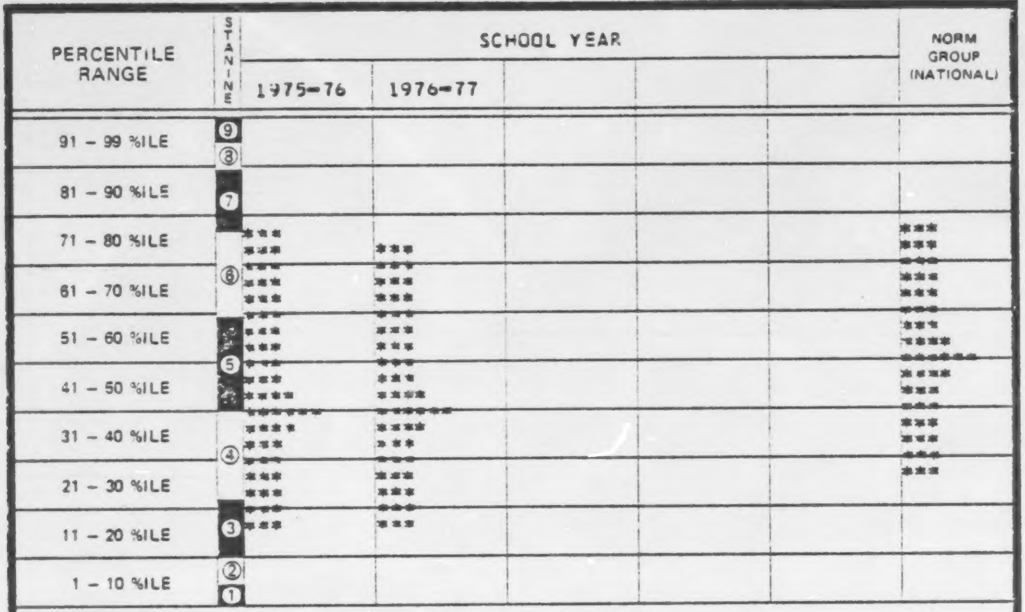
Figure B-4-12

A.I.S.D.   10TH GRADE   STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3836	3832				
3RD QUARTILE	75 %ILE	72 %ILE				75 %ILE
MEDIAN	39 %ILE	39 %ILE				50 %ILE
1ST QUARTILE	16 %ILE	16 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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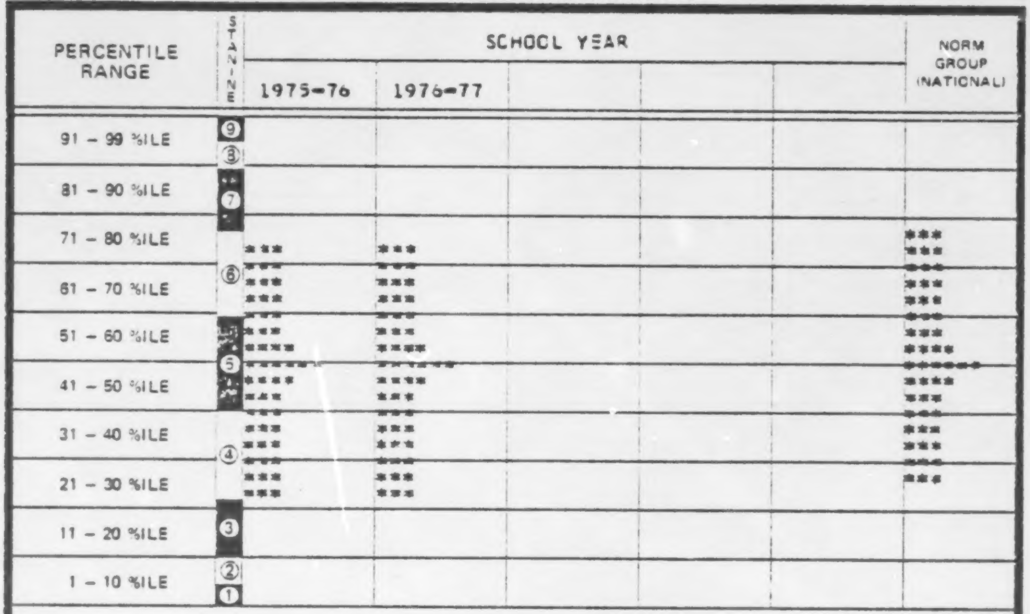
Figure B-4-13

A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE
MATH BASIC CONCEPTS



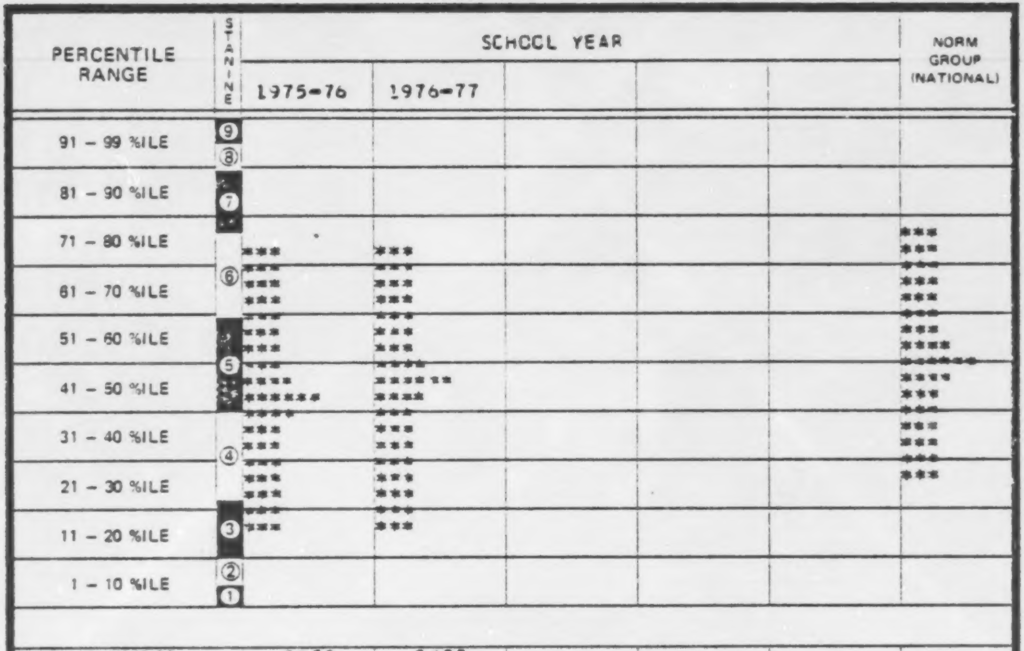
	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3885	3929				
3RD QUARTILE	73 %ILE	73 %ILE				75 %ILE
MEDIAN	49 %ILE	49 %ILE				50 %ILE
1ST QUARTILE	23 %ILE	23 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

268

Figure B-4-14

A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE
SCIENCE

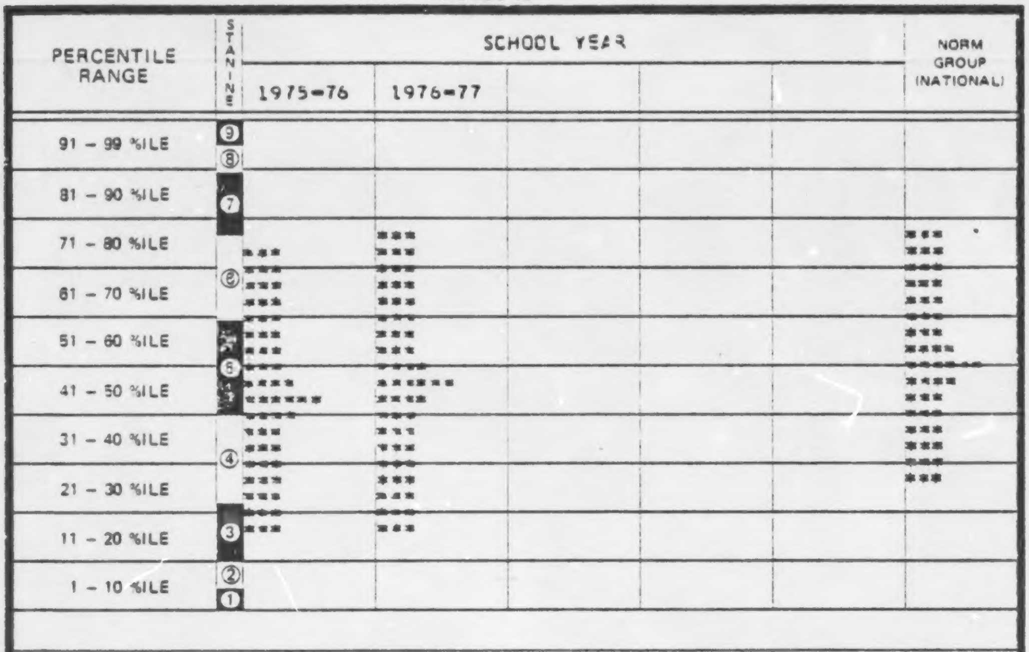


PERCENTILE RANGE	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3853	3822				
3RD QUARTILE	71 %ILE	71 %ILE				75 %ILE
MEDIAN	41 %ILE	45 %ILE				50 %ILE
1ST QUARTILE	15 %ILE	17 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-15

A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
READING

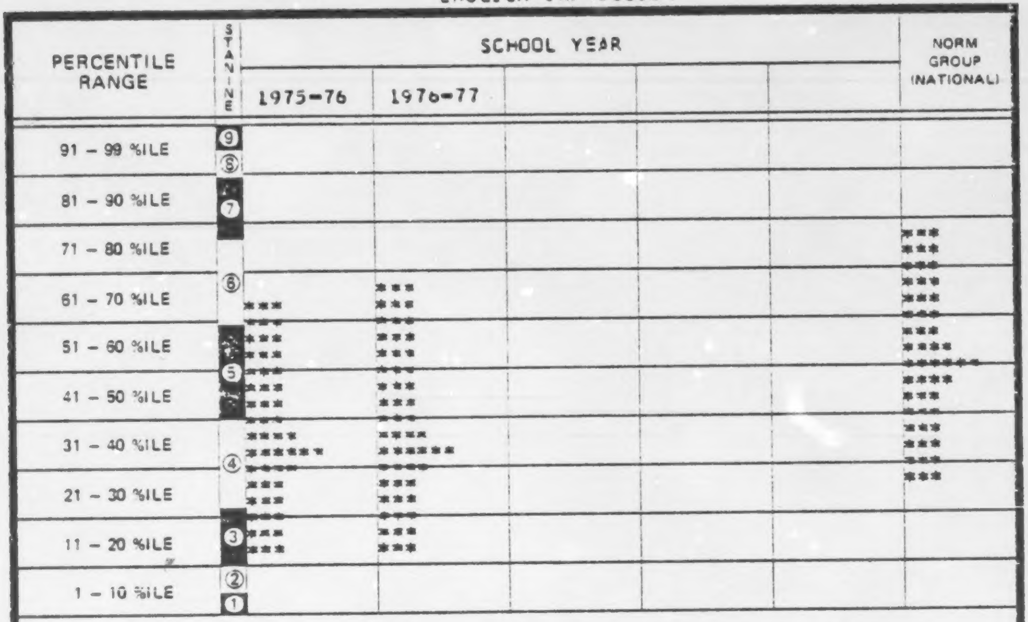


PERCENTILE RANGE	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3413	3390				
3RD QUARTILE	72 %ILE	75 %ILE				75 %ILE
MEDIAN	41 %ILE	47 %ILE				50 %ILE
1ST QUARTILE	17 %ILE	17 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-16

A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
ENGLISH EXPRESSION



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3418	3381				
3RD QUARTILE	63 %ILE	65 %ILE				75 %ILE
MEDIAN	33 %ILE	33 %ILE				50 %ILE
1ST QUARTILE	12 %ILE	12 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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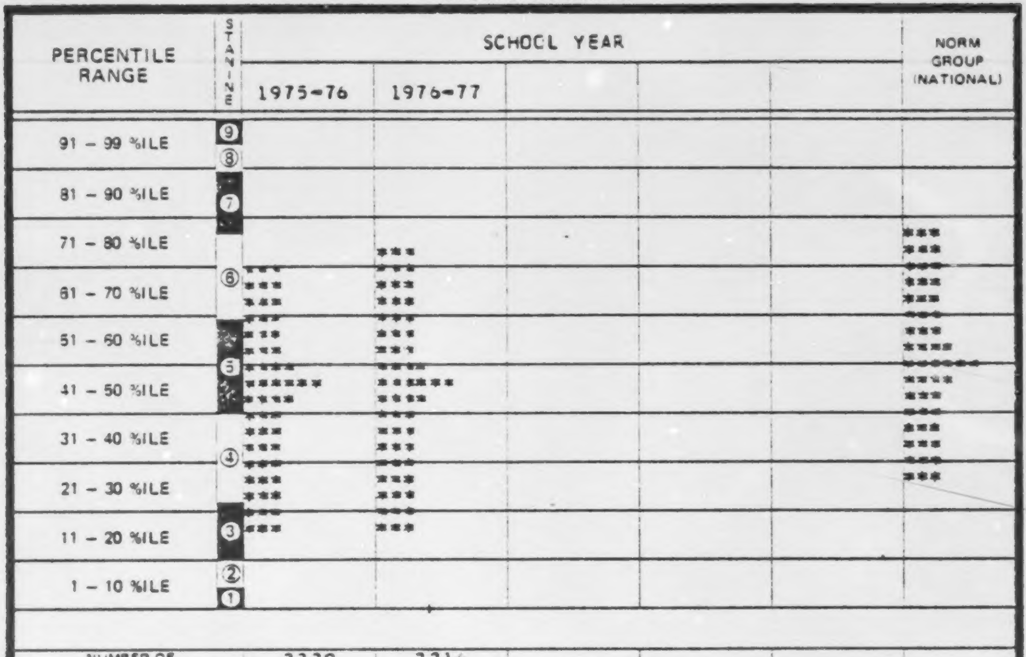
Figure B-4-17

A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
SOCIAL STUDIES



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3329	3214				
3RD QUARTILE	70 %ILE	73 %ILE				75 %ILE
MEDIAN	44 %ILE	44 %ILE				50 %ILE
1ST QUARTILE	15 %ILE	15 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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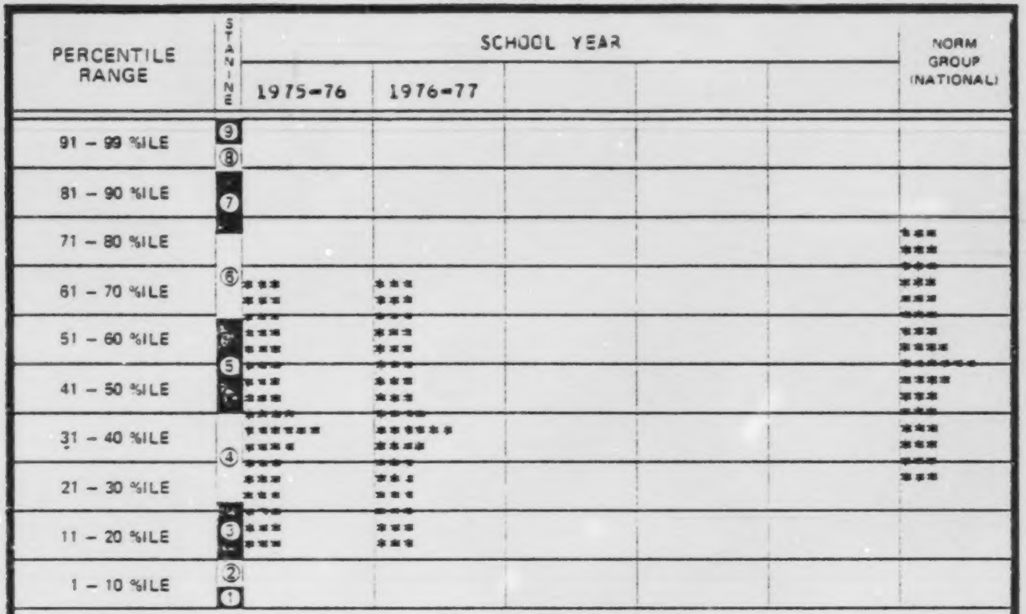
Figure B-4-18

A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3402	3381				
3RD QUARTILE	65 %ILE	65 %ILE				75 %ILE
MEDIAN	35 %ILE	35 %ILE				50 %ILE
1ST QUARTILE	12 %ILE	13 %ILE				25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3406	3385				
3RD QUARTILE	66 %ILE	69 %ILE				75 %ILE
MEDIAN	40 %ILE	40 %ILE				50 %ILE
1ST QUARTILE	17 %ILE	17 %ILE				25 %ILE

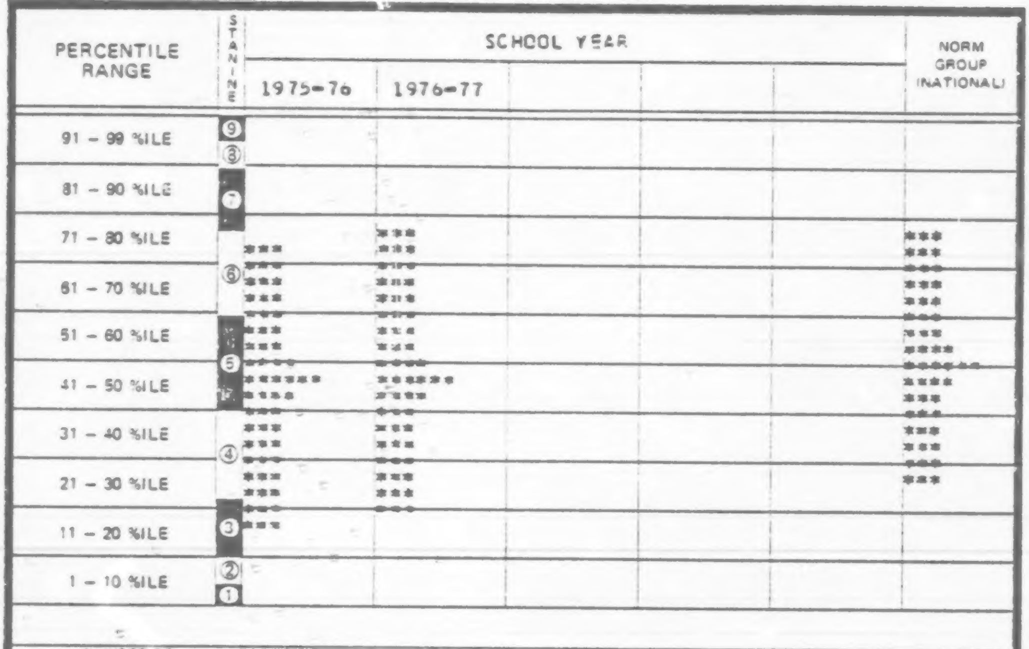
SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3409	3383				
3RD QUARTILE	63 %ILE	65 %ILE				75 %ILE
MEDIAN	32 %ILE	32 %ILE				50 %ILE
1ST QUARTILE	12 %ILE	12 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-19

A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION

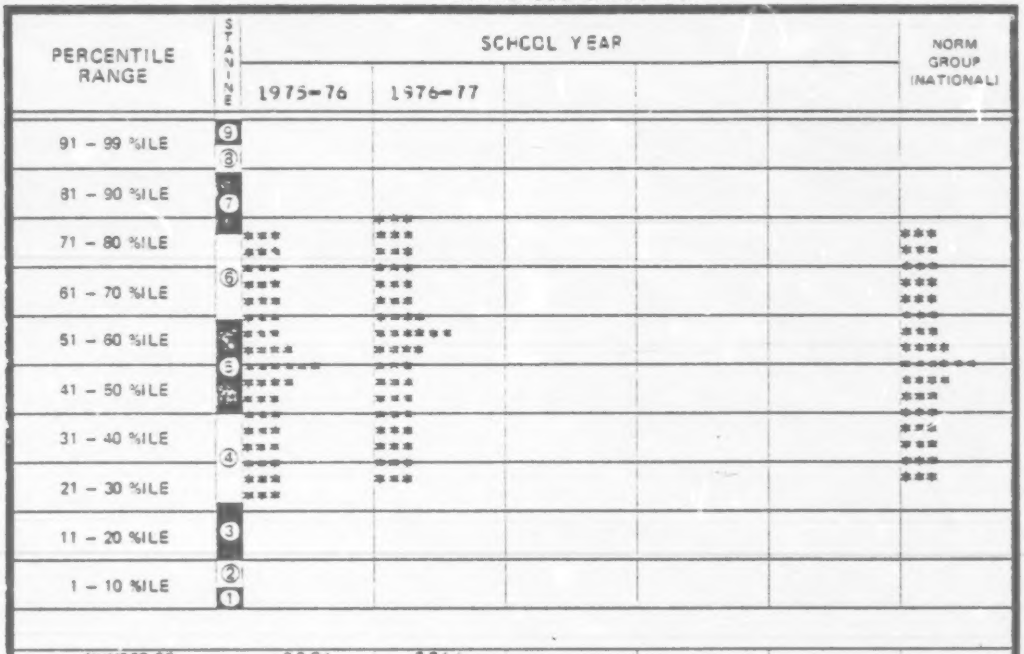


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3336	3213				
3RD QUARTILE	73 %ILE	75 %ILE				75 %ILE
MEDIAN	44 %ILE	47 %ILE				50 %ILE
1ST QUARTILE	17 %ILE	19 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-20

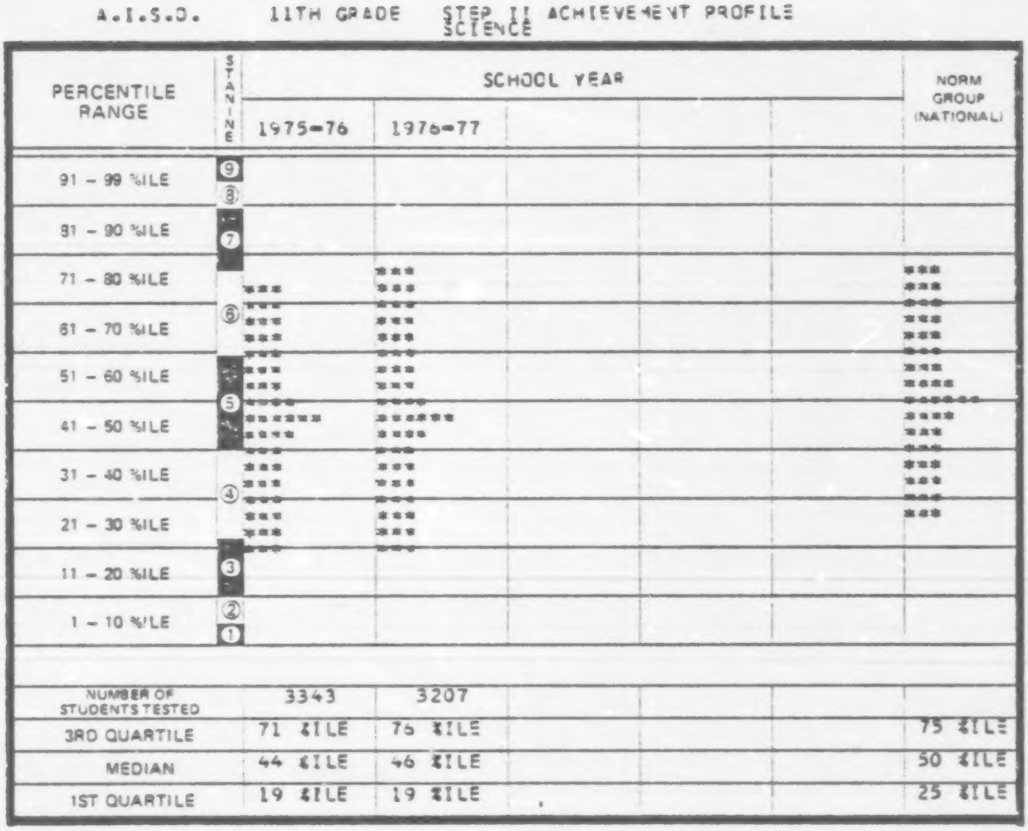
A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
MATH BASIC CONCEPTS



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	3396	3366				
3RD QUARTILE	76 %ILE	79 %ILE				75 %ILE
MEDIAN	48 %ILE	54 %ILE				50 %ILE
1ST QUARTILE	22 %ILE	26 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-21



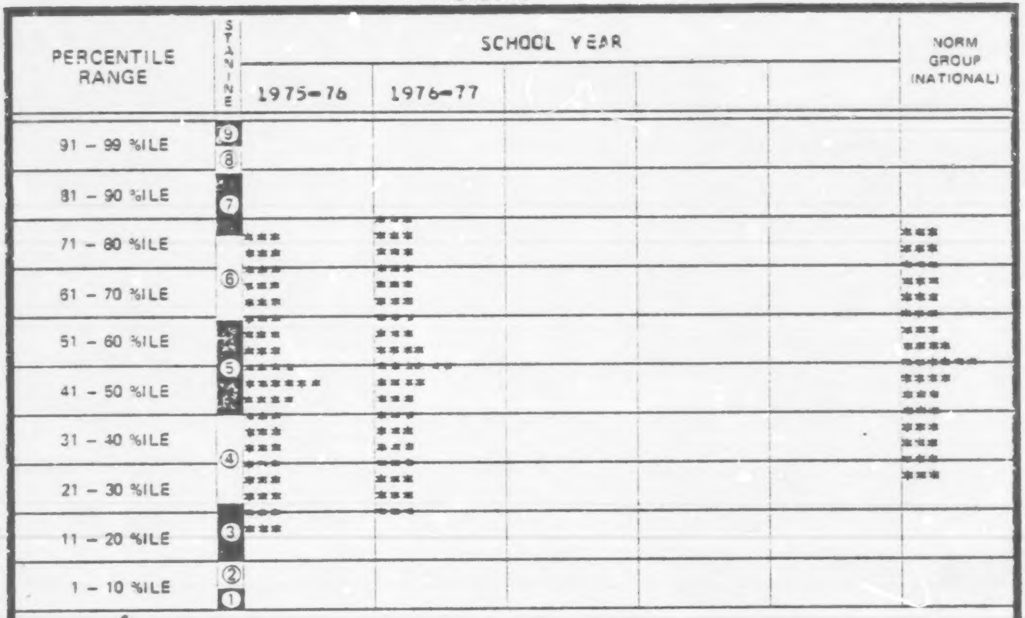
A.I.S.D.   11TH GRADE   STEP II ACHIEVEMENT PROFILE
SCIENCE

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77				
91 - 99 %ILE	⑨ ⑧						
81 - 90 %ILE	⑦						
71 - 80 %ILE							
61 - 70 %ILE	⑥						
51 - 60 %ILE							
41 - 50 %ILE	⑤						
31 - 40 %ILE	④						
21 - 30 %ILE							
11 - 20 %ILE	③						
1 - 10 %ILE	② ①						
NUMBER OF STUDENTS TESTED		3343	3207				
3RD QUARTILE		71 %ILE	76 %ILE				75 %ILE
MEDIAN		44 %ILE	46 %ILE				50 %ILE
1ST QUARTILE		19 %ILE	19 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-22

A.I.S.D. 12TH GRADE STEP II ACHIEVEMENT PROFILE
READING



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2407	1949				
3RD QUARTILE	75 %ILE	78 %ILE				75 %ILE
MEDIAN	45 %ILE	48 %ILE				50 %ILE
1ST QUARTILE	17 %ILE	19 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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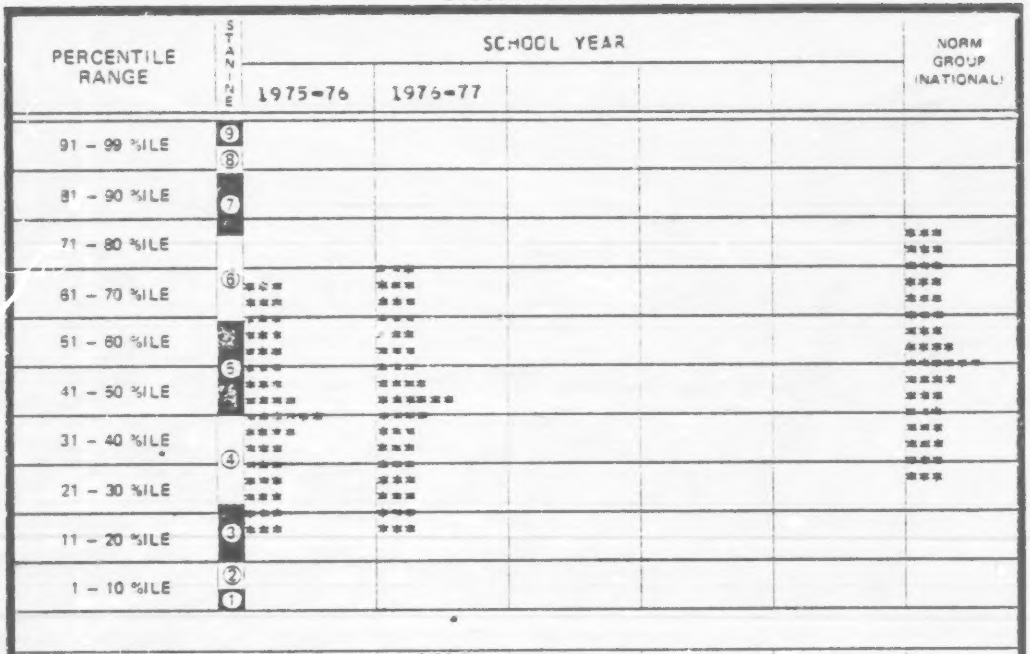
Figure B-4-23

A.I.S.D. 12TH GRADE STEP II ACHIEVEMENT PROFILE
ENGLISH EXPRESSION



	1975-76	1976-77			NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2426	1916			
3RD QUARTILE	66 %ILE	63 %ILE			75 %ILE
MEDIAN	38 %ILE	42 %ILE			50 %ILE
1ST QUARTILE	15 %ILE	15 %ILE			25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

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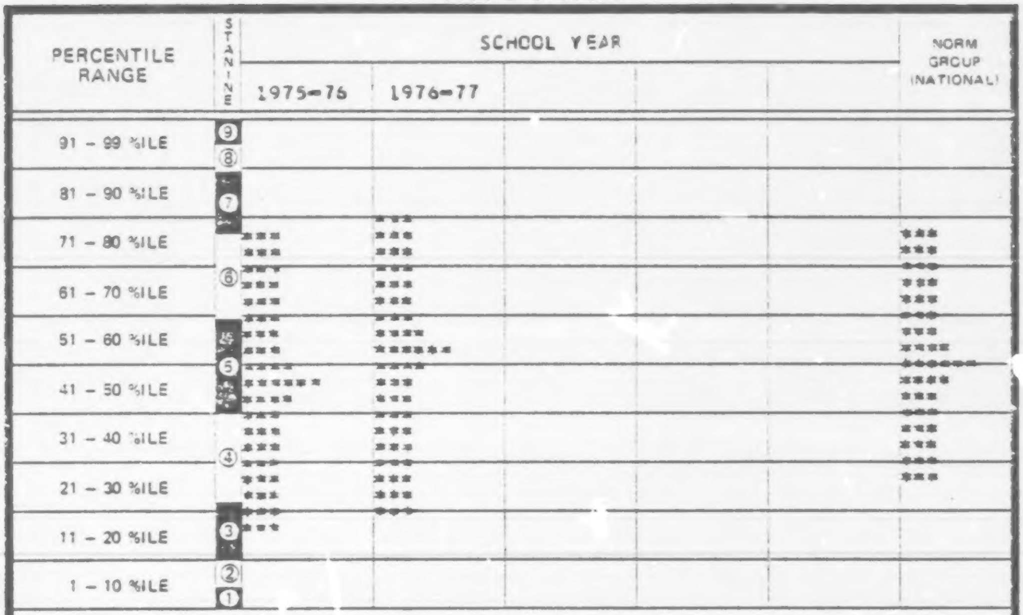
Figure B-4-24

A.I.S.D. 12TH GRADE STEP II ACHIEVEMENT PROFILE
SOCIAL STUDIES

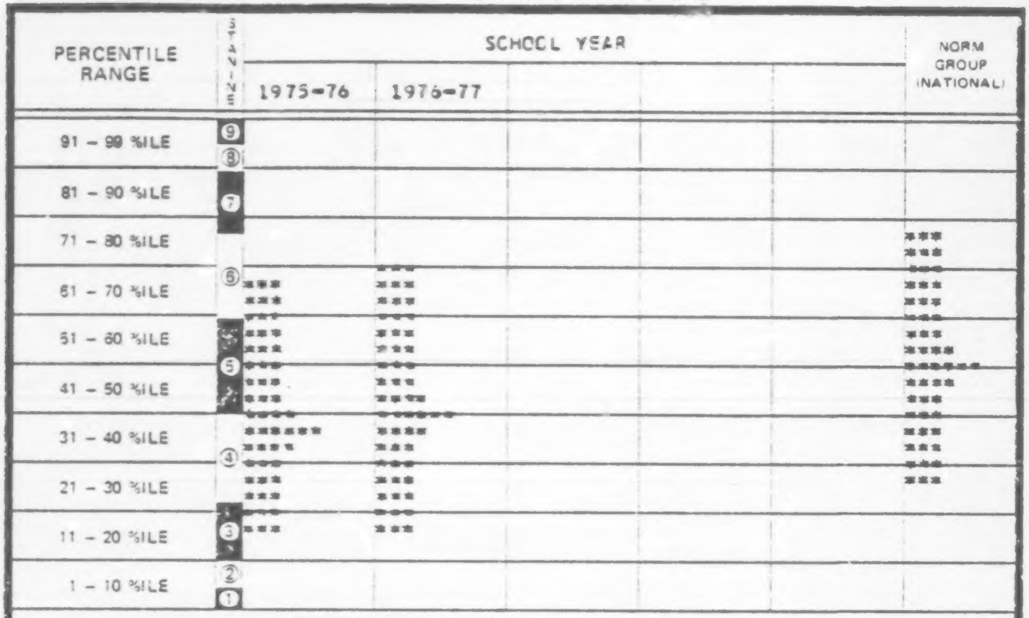


	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2327	1758				
3RD QUARTILE	74 %ILE	78 %ILE				75 %ILE
MEDIAN	46 %ILE	51 %ILE				50 %ILE
1ST QUARTILE	15 %ILE	19 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-25

A.I.S.D. 12TH GRADE STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2435	1920				
3RD QUARTILE	65 %ILE	69 %ILE				75 %ILE
MEDIAN	35 %ILE	39 %ILE				50 %ILE
1ST QUARTILE	14 %ILE	16 %ILE				25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2445	1926				
3RD QUARTILE	62 %ILE	68 %ILE				75 %ILE
MEDIAN	39 %ILE	42 %ILE				50 %ILE
1ST QUARTILE	16 %ILE	16 %ILE				25 %ILE

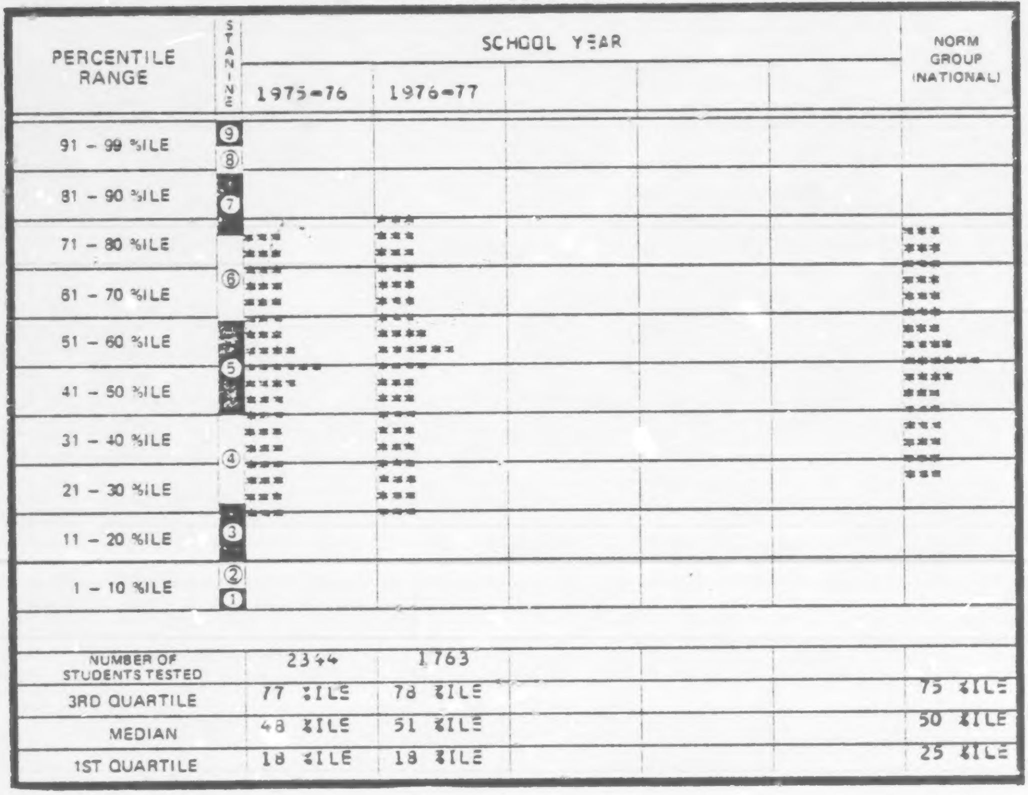
SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2437	1923				
3RD QUARTILE	63 %ILE	69 %ILE				75 %ILE
MEDIAN	34 %ILE	36 %ILE				50 %ILE
1ST QUARTILE	15 %ILE	15 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-26

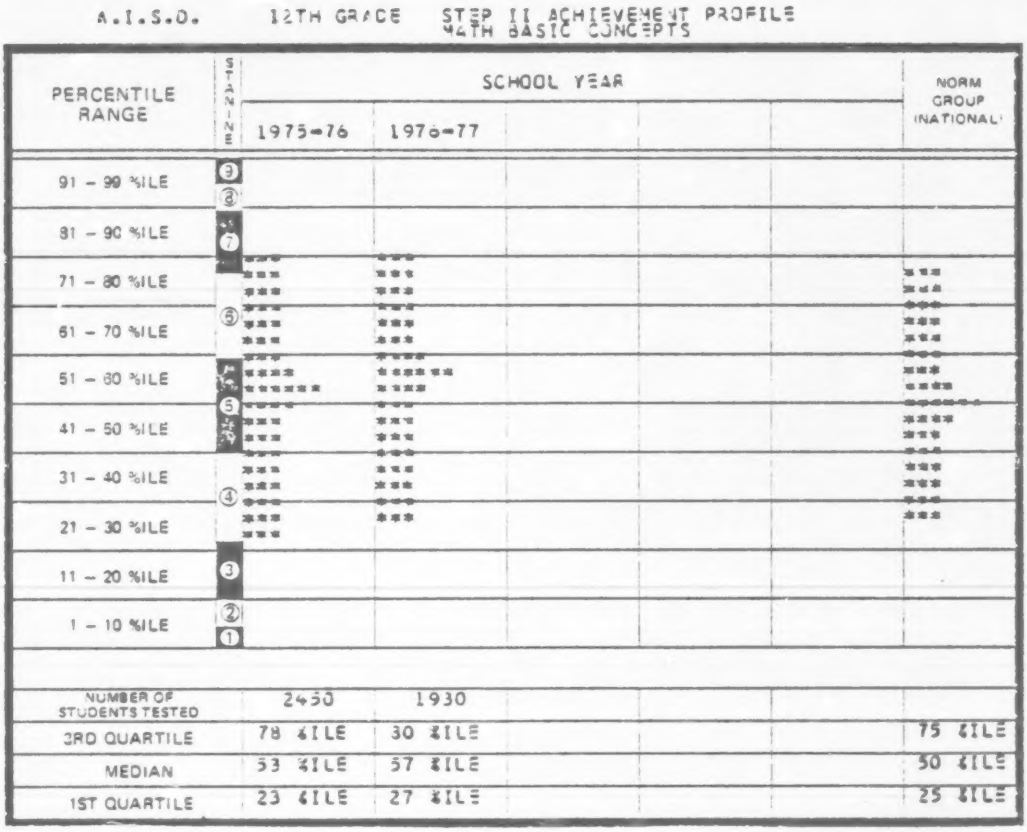
A.I.S.D. 12TH GRADE STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2344	1763				
3RD QUARTILE	77 %ILE	78 %ILE				75 %ILE
MEDIAN	48 %ILE	51 %ILE				50 %ILE
1ST QUARTILE	18 %ILE	18 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-27

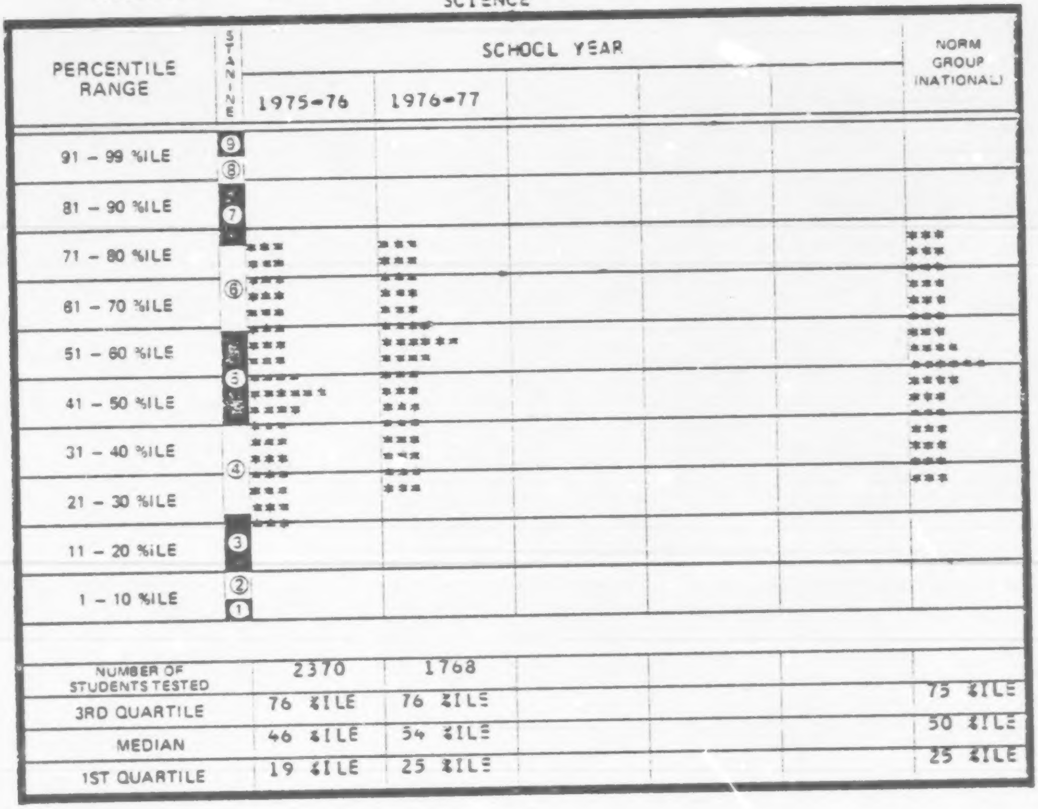


	1975-76	1976-77			NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2450	1930			
3RD QUARTILE	78 %ILE	30 %ILE			75 %ILE
MEDIAN	53 %ILE	57 %ILE			50 %ILE
1ST QUARTILE	23 %ILE	27 %ILE			25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

Figure B-4-28

A.I.S.D. 12TH GRADE STEP II ACHIEVEMENT PROFILE
SCIENCE



	1975-76	1976-77				NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2370	1768				
3RD QUARTILE	76 %ILE	76 %ILE				75 %ILE
MEDIAN	46 %ILE	54 %ILE				50 %ILE
1ST QUARTILE	19 %ILE	25 %ILE				25 %ILE

For each STEP test, the 3rd quartile point and the 1st quartile point are graphically indicated above by the upper and lower parts of the bar graph. The median point is indicated by the "arrow." For each test, the exact median and quartile points, as well as the number of students tested, are printed below the graph for the test.

B-4-33

Figure B-4-29

STEP READING

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	33	38	+5
10	39	42	+3
11	41	47	+6
12	45	48	+3

Figure B-4-30

STEP ENGLISH EXPRESSION

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	29	29	0
10	32	34	+2
11	33	33	0
12	38	42	+4

Figure B-4-31

STEP SCIENCE

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	34	39	+5
10	41	45	+4
11	44	46	+2
12	46	54	+8

Figure B-4-32

STEP SOCIAL STUDIES

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	32	34	+2
10	38	41	+3
11	44	44	0
12	46	51	+5

Figure B-4-33

STEP MECHANICS OF WRITING-SPELLING

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	36	36	0
10	31	36	+5
11	40	40	0
12	39	42	+3

Figure B-4-34

STEP MECHANICS OF WRITING-CAP. & PUNC.

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	25	30	+5
10	26	31	+5
11	32	32	0
12	34	36	+2

Figure B-4-35

STEP MECHANICS OF WRITING-TOTAL

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	30	32	+2
10	29	33	+4
11	35	35	0
12	35	39	+4

Figure B-4-36

STEP MATH COMPUTATIONS

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	31	35	+4
10	39	39	0
11	44	47	+3
12	48	51	+3

Figure B-4-37

STEP MATH CONCEPTS

MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADE	1975-1976	1976-1977	"GAIN" or "LOSS"
9	42	42	0
10	49	49	0
11	48	54	+6
12	53	57	+4

Figure B-4-38

STEP READING AND STEP ENGLISH EXPRESSION
MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

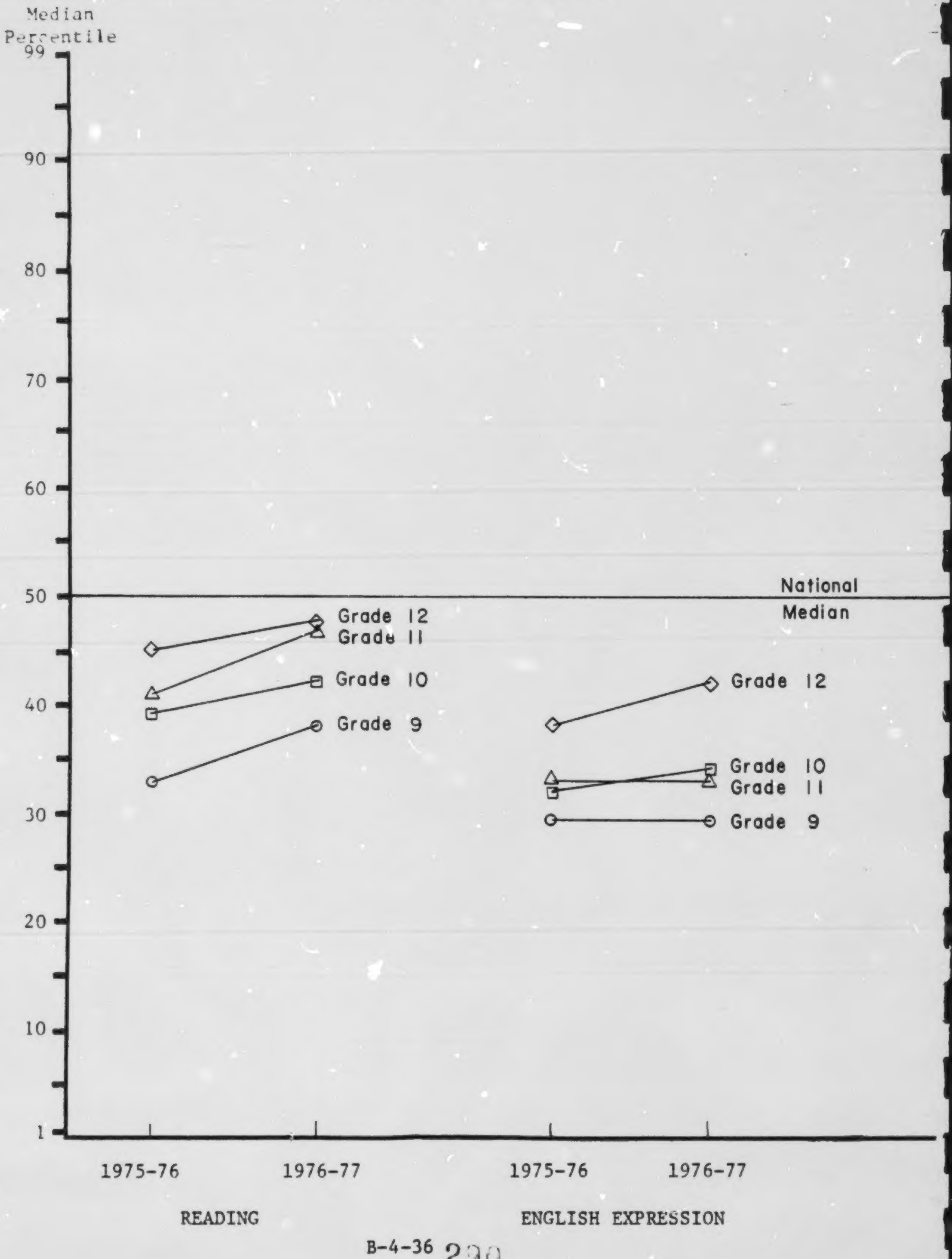


Figure B-4-39

STEP MECHANICS OF WRITING
MEDIAN PERCENTILE SCORES
1975-76 and 1976-77

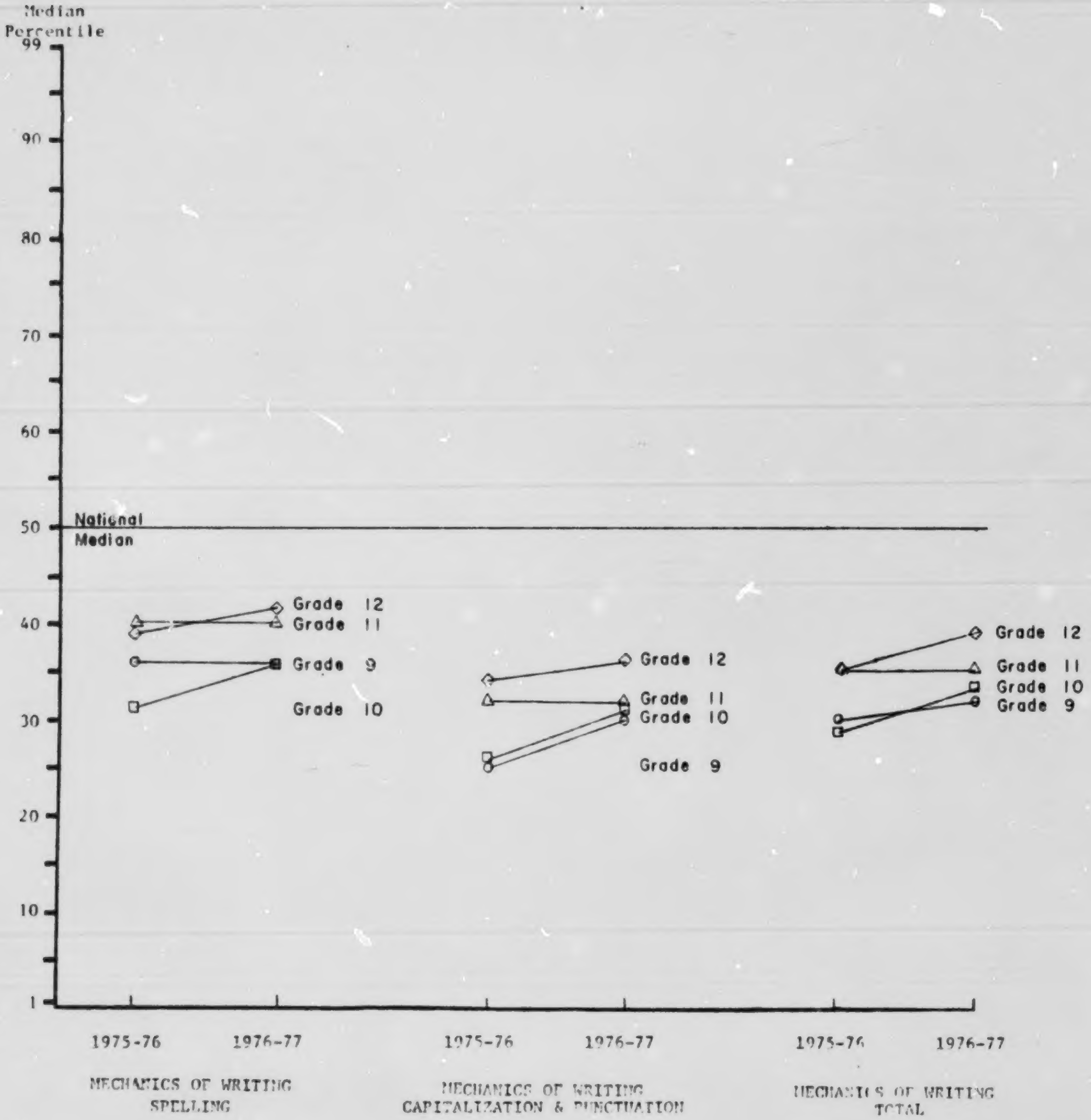


Figure B-4-40

STEP SCIENCE AND SOCIAL STUDIES
MEDIAN PERCENTILE SCORES
FOR 1975-76 and 1976-77

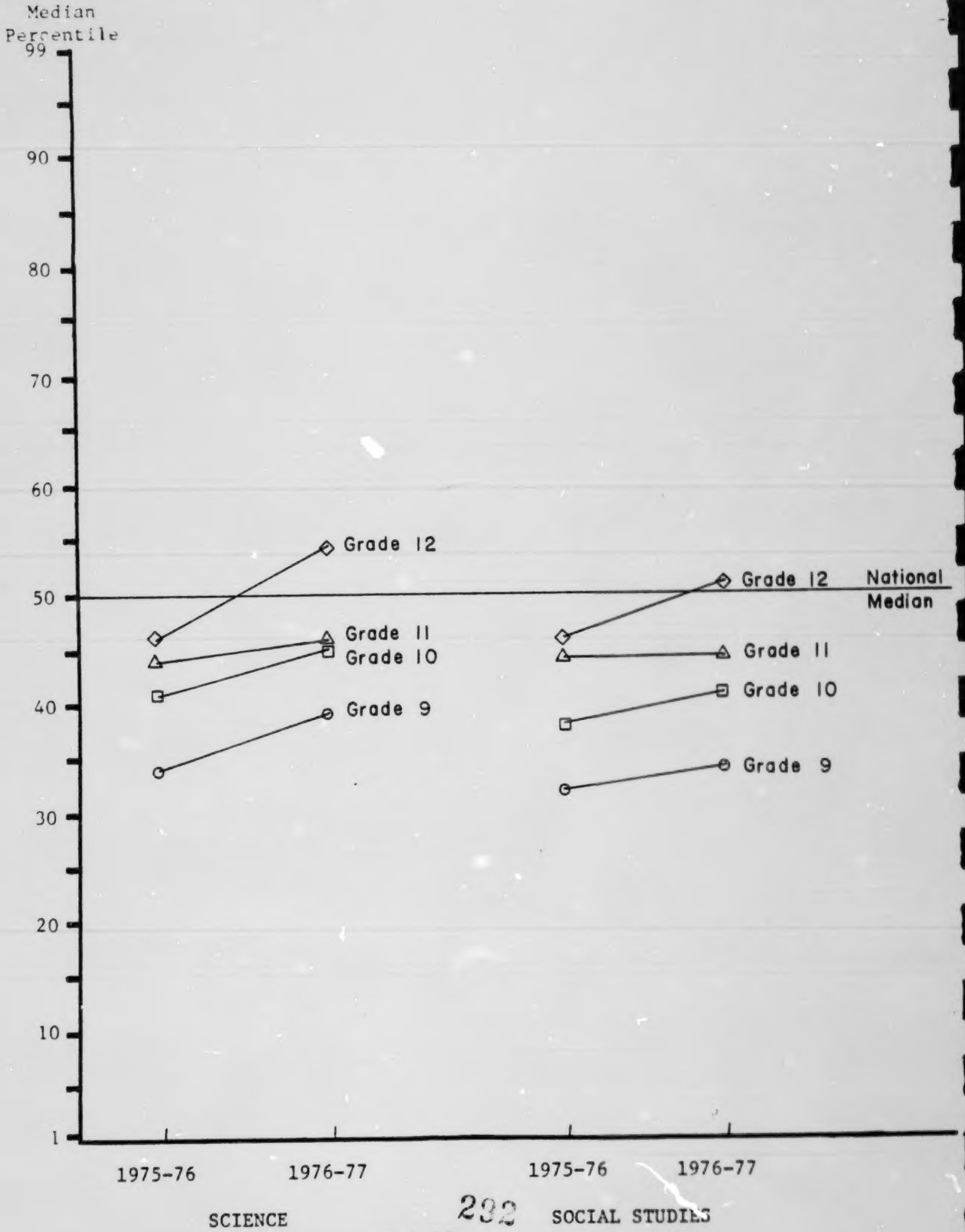


Figure B-4-41

STEP MATHEMATICS COMPUTATION AND MATH CONCEPTS
MEDIAN PERCENTILE SCORES
FOR 1975-76 and 1976-77

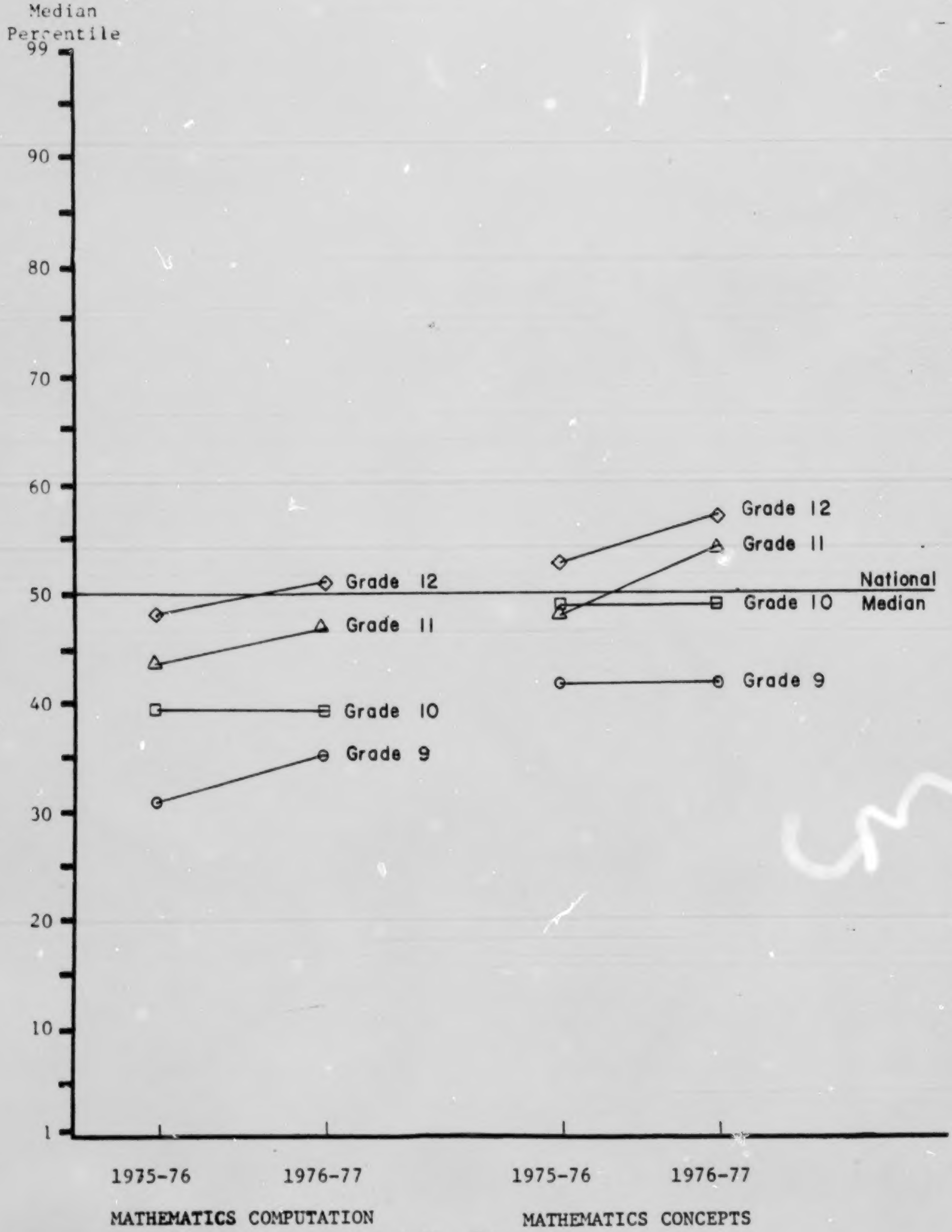


Figure B-4-42

SUMMARY OF ACHIEVEMENT "GAIN" OR "LOSS"[1,2]
BY STEP TEST
ACROSS ALL GRADES

STEP TEST	MEDIAN of "Gain" or "Loss" from 1975-76 to 1976-77 across all grades	RANGE OF "Gain" or "Loss" from 1975-76 to 1976-77 across all grades
Science	+4 1/2	+2 through +8
Reading	+4	+3 through +5
Mechanics of Writing - Capitalization and Punctuation	+3 1/2	0 through +5
Math Computation	+3	0 through +4
Social Studies	+2 1/2	0 through +5
Math Concepts	+2	0 through +6
Mechanics of Writing - Spelling	+1 1/2	0 through +5
English Expression	+1	0 through +4

[1] The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figures B-4-29 through B-4-37, collapsed across all high school grades.

[2] Mechanics of Writing - Total is excluded from this table. This test is represented by each of its two component parts -- Spelling, and Capitalization and Punctuation.

Figure B-4-43

SUMMARY OF ACHIEVEMENT "GAIN" OR "LOSS" [1,2]
BY GRADE
ACROSS ALL STEP TESTS

GRADE	Median "Gain" or "Loss" from 1975-76 to 1976-77 across all STEP tests	Range of "Gain" or "Loss" from 1975-76 to 1976-77 across all STEP tests
9	+3	0 through +5
10	+3	0 through +5
11	+1	0 through +6
12	+3½	+2 through +8

---

[1] The "gain" or "loss" summaries of this table are the "gains"/"losses" reported in the last columns of Figures B-4-29 through B-4-37, collapsed across all STEP tests.

[2] Mechanics of Writing - Total is excluded from this table. This test is represented by each of its two component parts - Spelling, and Capitalization & Punctuation.

Figure B-4-44

STEP READING
TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	41	47	+6
10th	11th	47	47	0
11th	12th	47	48	+1

Figure B-4-45

STEP ENGLISH EXPRESSION
TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	31	34	+3
10th	11th	34	37	+3
11th	12th	37	42	+5

Figure B-4-46

STEP SCIENCE
TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	42	48	+6
10th	11th	48	49	+1
11th	12th	49	54	+5

Figure B-4-47

STEP SOCIAL STUDIES
TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	34	41	+7
10th	11th	43	48	+5
11th	12th	50	51	+1

Figure B-4-48

STEP MECHANICS OF WRITING-SPELLING
TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	42	38	-4
10th	11th	36	40	+4
11th	12th	45	42	-3

Figure B-4-49

STEP MECHANICS OF WRITING-CAP. & PUNC.
TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	30	34	+4
10th	11th	31	36	+5
11th	12th	36	36	0

B-4-43

Figure B-4-50

STEP MECHANICS OF WRITING-TOTAL
TRACKING GROUP MEDIAN PERCENTILE SCORES
FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	34	33	-1
10th	11th	31	39	+8
11th	12th	39	39	0

Figure B-4-51

STEP MATH COMPUTATIONS TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	39	43	+4
10th	11th	45	49	+4
11th	12th	53	51	-2

Figure B-4-52

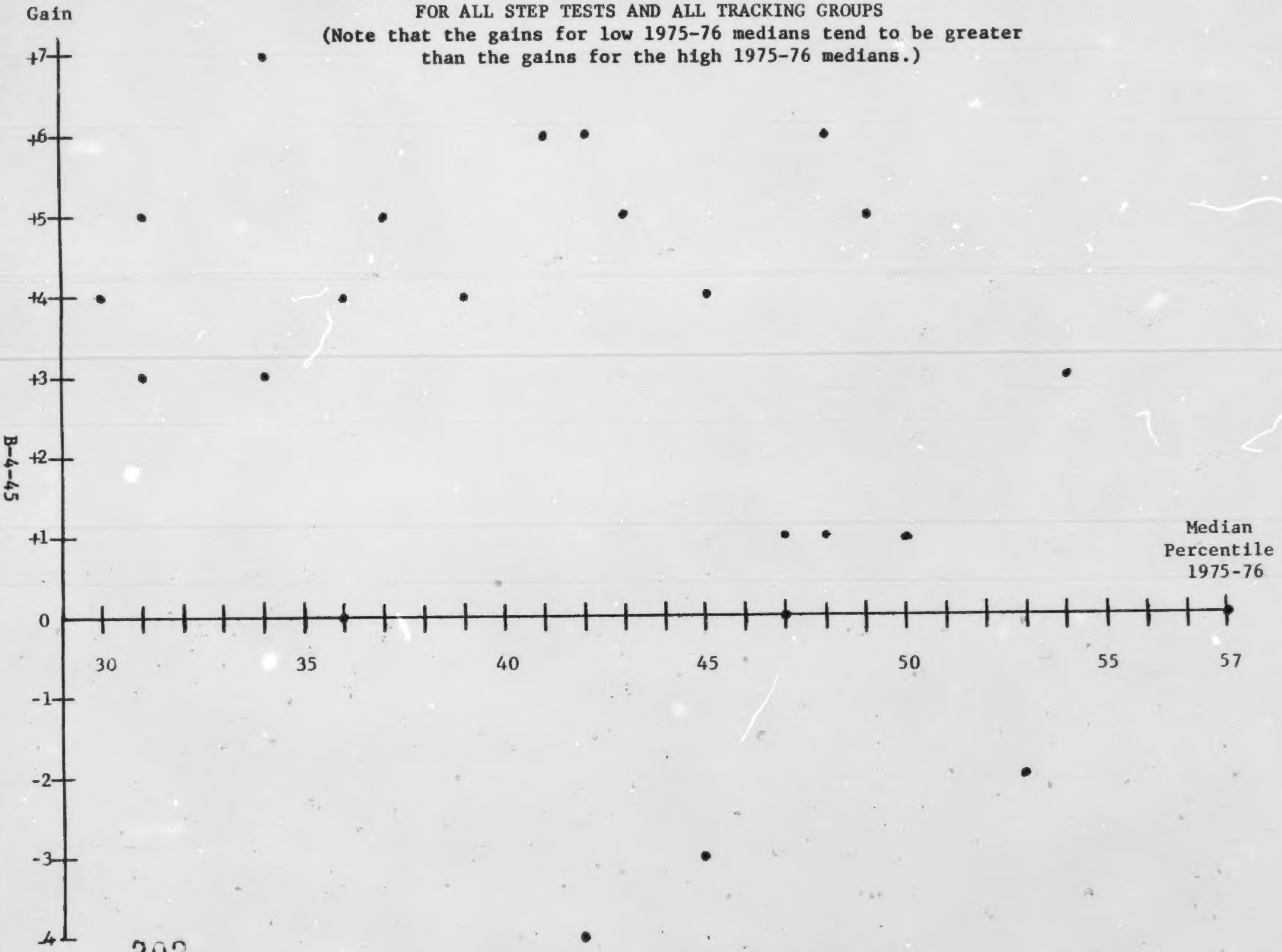
STEP MATH CONCEPTS TRACKING GROUP MEDIAN PERCENTILE SCORES FOR 1975-76 AND 1976-77

GRADES		MEDIAN SCORES		"GAIN" OR "LOSS"
1975-1976	1976-1977	1975-1976	1976-1977	
9th	10th	48	54	+6
10th	11th	54	57	+3
11th	12th	57	57	0

Figure B-4-53

DISTRIBUTION OF 1975-76 MEDIAN PERCENTILE SCORES AND PERCENTILE GAINS FOR ALL STEP TESTS AND ALL TRACKING GROUPS

(Note that the gains for low 1975-76 medians tend to be greater than the gains for the high 1975-76 medians.)



Appendix B

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 5
(Evaluation Question 2-2)

PURPOSE:

The purpose of Part 4 of this appendix is to provide answers to the following evaluation question:

> In what general curriculum areas is student achievement the lowest? In which is it the highest?

It should be noted that in the previous part of this appendix (part 4), the evaluation question under consideration also compared the different curriculum areas.

It is important that the difference between the purpose of these two evaluation questions be understood. In the former evaluation question, the different curriculum areas were compared with regard to change from the previous year. However, in answering Evaluation Question 2-2, the comparisons will be based on the relative ranking of performance among the different STEP tests, both for this year and for last year. For example, improvement in STEP test "A" may be much larger than that of STEP test "B", from last year to this year. However, it is possible that 1976-77 achievement in STEP test "A" is still less than 1976-77 achievement in STEP test "B". The purpose of Evaluation Question 2-2 is to investigate such possibilities.

PROCEDURE:

Data Collection. The method of data collection, and the consequences of this method, have already been described in Part 1 of this appendix.

Analyses. The analyses performed is essentially a descriptive one. The median percentile scores for each of the STEP tests and for each of the four high school grades, based on the 1976-77 administration, were computed. The differences between these median percentile scores and the national norm percentile (50%ile) formed the basis for a ranking of the 1976-77 achievement for the various STEP tests.

To assess the variability of the data, and to determine if these 1976-77 rankings are the continuation of a trend started last year, the differences between the 1975-76 median percentile scores and the 50%ile point, for each STEP test for each grade, were also computed.

The relative rankings of the STEP tests in 1976-77, and the comparison of these with the rankings obtained for the 1975-76 testing form the basis for answering Evaluation Question 2-2.

FINDINGS:

The Districtwide 1975-76 and 1976-77 median percentiles for all STEP tests and grades are contained in Figures B-4-1 through B-4-28. Figures B-5-1 and B-5-2 extract the relevant parts of these tables, detailing percentile points above or below the national median (50%ile) for each STEP test and for each grade.

Figure B-5-3 summarizes the 1976-77 results, by STEP test (collapsing across all four high school grades). Several facts may be noted from this figure:

- The two curriculum areas evidencing the poorest student performance were English Expression and the Mechanics of Writing - Capitalization and Punctuation. Science and Mathematics Concepts are the two areas with the best student performance.
- Within the mathematics curriculum, achievement in math computation is consistently lower than achievement in math concepts for all 4 grades.
- With the reading/language curriculum, achievement in reading is consistently higher than achievement in the other related STEP test areas (English Expression, Mechanics of Writing - Spelling, and Mechanics of Writing - Capitalization and Punctuation) for all four grades. Achievement in Mechanics of Writing - Capitalization and Punctuation is consistently lower, in all 4 grades, than achievement in each of the other reading/language.

Figure B-5-4 summarizes the corresponding results for the 1975-76 year. Several facts may be noted from this figure:

- The poor comparative achievement in Mechanics of Writing - Capitalization and Punctuation and in English Expression, in the current year also occurred in the previous year. Similarly, achievement in Science and in Math Concepts were the highest ranking subject areas in 1975-76 as they are during the current year.
- In the mathematics area, achievement in math concepts was superior to that in math computation in 1975-76, as is the case during the currett year. In fact, the gap between these two mathematics areas appears to be widening due to considerable improvement in math concepts from last year, as compared to only a small improvement in math computation achievement from last year.
- In the reading/language area, achievement in reading was strongest in 1975-76, as is the case this year. Also, the gap between reading achievement and achievement in the other reading/language areas appears to be widening, due to a large improvement in reading achievement since last year, as compared to only a small increase in achievement performance in English Expression and in Mechanics of Writing.

- The relative ranking of reading, in 1976-77, jumped from fifth place in 1975-76 to 3rd place. This resulted in Math Computation and Social Studies each dropping one position in the rankings. Math Computation dropped from third place in 1975-76 to fourth place, and Social Studies dropped from fourth place to fifth place. All rankings for the other STEP tests remained unchanged from 1975-76 to the current year.

Figure B-5-5 summarizes the same 1976-77 results, but by grade (collapsing across all STEP tests). Two facts may be noted from this table:

- In comparison to the national norm, the 9th Grade students exhibit the poorest overall achievement. Each succeeding grade exhibits better achievement performance, compared to the national norms, than do any of the earlier grades.
- Only in the 11th and 12th grades are there any STEP tests for which AISD student performance is superior to that of the national norming students.

Figure B-5-6 summarizes the same type of results, but for the 1975-76 year. A comparison of Figures B-5-5 and B-5-6 indicates two facts:

- Achievement in the 9th grades continues, in 1976-77, to be the lowest of the high school grades. Achievement in each succeeding grade in 1976-77 is higher than the preceding grades just as it was in 1975-76.
- The gap between 9th grade achievement and 10th grade achievement appears to be lessening. However, the gap between 10th grade and 11th grade achievement are the gap between 11th grade and 12th grade achievement increasing from last year.

Figure B-5-1

NUMBER OF PERCENTILE POINTS ABOVE OR BELOW NATIONAL MEDIAN FOR ALL STEP TESTS AND ALL GRADES FOR 1976-77 TESTING

Grade	Number of Percentile Points Above or Below National Median								
	Reading	English Express.	Science	Social Studies	MECHANICS OF WRITING			Math Computation	Math Concepts
					Spelling	Capital.& Punct.	TOTAL		
9	-12	-21	-11	-16	-14	-20	-18	-15	-8
10	-8	-16	-5	-9	-14	-19	-17	-11	-1
11	-3	-17	-4	-6	-10	-18	-15	-3	+4
12	-2	-8	+4	+1	-8	-14	-11	+1	+7

Figure B-5-2

NUMBER OF PERCENTILE POINTS ABOVE OR BELOW NATIONAL MEDIAN FOR ALL STEP TESTS AND ALL GRADES FOR 1975-76 TESTING

Grade	Number of Percentile Points Above or Below National Median								
	Reading	English Express.	Science	Social Studies	MECHANICS OF WRITING			Math Computation	Math Concepts
					Spelling	Capital.& Punct.	TOTAL		
9	-17	-21	-16	-18	-14	-25	-20	-19	-8
10	-11	-18	-9	-12	-19	-24	-21	-11	-1
11	-9	-17	-6	-6	-10	-18	-15	-6	-2
12	-5	-12	-4	-4	-11	-16	-15	-2	+3

Figure B-5-3

SUMMARY OF DIFFERENCES[1,2] IN 1976-77
BETWEEN AISD MEDIAN PERCENTILES AND THE NATIONAL NORM
BY STEP TEST
ACROSS ALL GRADES

STEP Test	Median Difference	Range of Differences
Math Concepts	+2½	-4 through +7
Science	-4½	-11 through -4
Reading[3]	-5½	-12 through -2
Math Computation[4]	-7	-15 through +1
Social Studies[4]	-7½	-16 through +1
Mechanics of Writing - Spelling	-12	-14 through -8
English Expression	-16½	-21 through -8
Mechanics of Writing - Capitalization & Punctuation	-18½	-20 through -14

[1] The differences summarized in this table are the differences reported in Figure B-5- 1, collapsed across all grades.

[2] The Mechanics of Writing - Total was excluded from these summaries. This test is represented by its two component parts - Spelling, and Capitalization & Punctuation.

[3] Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

[4] Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

Figure B-5-4

SUMMARY OF DIFFERENCES[1,2] IN 1975-76
BETWEEN AISD MEDIAN PERCENTILES AND THE NATIONAL NORM
BY STEP TEST
ACROSS ALL GRADES

STEP Test	Median Difference	Range of Differences
Math Concepts	-1½	-8 through +3
Science	-7½	-16 through -4
Math Computation[4]	-8½	-19 through -2
Social Studies[4]	-9	-18 through -4
Reading[3]	-10	-17 through -5
Mechanics of Writing - Spelling	-12½	-19 through -10
English Expression	-17½	-21 through -12
Mechanics of Writing - Capitalization & Punctuation	-21	-25 through -16

[1] The differences summarized in this table are the differences reported in Figure B-5-2, collapsed across all grades.

[2] The Mechanics of Writing - Total was excluded from these summaries. This test is represented by its two component parts - Spelling, and Capitalization & Punctuation.

[3] Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

[4] Indicates that the relative ranking of achievement in this test, compared to the other STEP tests, has increased from 1975-76 to 1976-77.

Figure B-5-5

SUMMARY OF DIFFERENCES[1,2] IN 1976-77 BETWEEN AISD MEDIAN PERCENTILES AND THE NATIONAL NORM BY GRADE ACROSS ALL STEP TESTS

Grade	Median Difference	Range of Differences
9	-14½	-21 through -8
10	-10	-19 through -1
11	-5	-17 through +4
12	-½	-14 through +7

[1] The differences summarized in this table are the differences reported in Figure B-5-1, collapsed across all STEP tests.

[2] The Mechanics of Writing - Total was excluded from these summaries. This test is represented by its two component parts parts - Spelling, and Capitalization and Punctuation.

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Figure B-5-6

SUMMARY OF DIFFERENCES[1,2] IN 1975-76 BETWEEN AISD MEDIAN PERCENTILES AND THE NATIONAL NORM BY GRADE ACROSS ALL STEP TESTS

Grade	Median Difference	Range of Differences
9	-17½	-25 through -8
10	-11½	-24 through -1
11	-7½	-18 through -2
12	-4½	-16 through +3

[1] The differences summarized in this table are the differences reported in Figure B-5-2, collapsed across all STEP tests.

[2] The Mechanics of Writing - Total was excluded from these summaries. This test is represented by its two component parts parts - Spelling, and Capitalization and Punctuation.

APPENDIX B
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Part 6
(Evaluation Question 2-3)

PURPOSE:

The purpose of Part 6 of this appendix is to provide information to answer evaluation question 2-3, stated below:

> How does Austin achievement in the general curriculum areas compare with nationwide achievement in these areas?

It should be noted that the information that is considered in this part of the appendix and that which is considered in Part 5 is very similar: differences between AISD achievement and achievement by the national norming sample. The purposes of the evaluation questions that are considered in these two parts are nevertheless very different. In Part 5, the purpose of evaluation question 2-2 is to provide a ranking of Austin achievement for different subject areas and for different grades. The use of the national norms is only for the purpose of facilitating this ranking. However, in this part of the appendix is the comparison of Austin achievement with the national norms themselves.

PROCEDURE:

Data Collection. The method of data collection and its consequences have already been described in Part 1 of the appendix.

Analyses. Two types of descriptive comparisons of AISD STEP testing results with the national norming testing results are utilized in this part of the appendix.

For the first type of descriptive comparison, the differences between the districtwide median percentile scores and the 50%ile point are considered. These differences provide a concise summary of the extent to which the central tendency of AISD achievement scores is different from the central tendency of the national norming sample.

A different perspective is provided by the second type of comparison, which considers both the median and the 1st and 3rd quartile points. Such a consideration provides more information than does the median alone. In particular, this type of presentation is useful in counteracting a short sided view point that assumes that if a median percentile is above the national norm then "all is well" and if a median percentile is below the national norm then the opposite is true.

This median and quartile information is similar to that presented in Part 4 of this appendix.

However, the median and quartile information presented here is different in one way. This difference is made in order to adjust for a tendency of the percentile scale to exagerate differences in the mid-percentile range and to minimize differences in the outer ranges of the percentile scale.

For example, suppose that the median percentile scores for two tests were 45%ile and 40%ile. Achievement on the first test is 5%ile points below the norm and achievement on the second test is 10%ile points below the norm. One might be tempted to believe that the "deficit" on the second test was twice the deficit on the first test. However, if the distortion that was introduced by the percentile scale were corrected, it would be found that the "deficit" represented by achievement on the second test was, in fact, more than twice the "deficit" represented by achievement on the first test.

A graphic adjustment of this type of distortion can be made by "squeezing together" the percentile points in the mid ranges of the scale and by "spreading apart" the percentile points in the higher and lower ranges of the scale. This type of graphic adjustment is done in this part of the appendix.

When this graphic adjustment has been done, the middle one-third of the percentile score range is identical to the stanine scores of 4, 5, and 6: the "average" achievement scores. By considering the degree of overlap between (1) the Austin 1st Quartile - 3rd Quartile range and (2) the stanine 4-6 range, it is possible to assess how well the entire middle 50% of Austin students are doing.

FINDINGS:

How do the district median scores compare with the median scores of the national norming sample? An inspection of Figure B-5-1 (contained in Part 5 of this appendix) reveals the following facts:

- Austin achievement is above the national norms only in the upper grades (Math Concepts in Grades 11 and 12; and Math Computation, Social Studies and Science in Grade 12).
- The median percentile scores which are below the national norm range from 1%ile point below the norms (for Math Concepts, 10th Grade) to 20%ile points below the norms (for Mechanics of Writing - Capitalization and Punctuation, 9th Grade).

Figures B-6-1 through B-6-9 contain a graphic display of these facts. These figures also serve to emphasize two additional facts:

- The districtwide median percentile does not characterize all Austin students. Even the middle 50% of Austin students (scoring between the 1st quartile and the 3rd quartile) have achievement scores in a wide range above and below the median.

- For those tests with median percentile scores below the national norm, there are many Austin students scoring above the 50%ile point. For those tests with median percentile scores above the national norm, there are many Austin students scoring below the 50%ile point.

Figure B-6-1

MEDIAN AND QUARTILE-PERCENTILE POINTS
FOR STEP READING
AS COMPARED TO THE NATIONAL NORMING SAMPLE

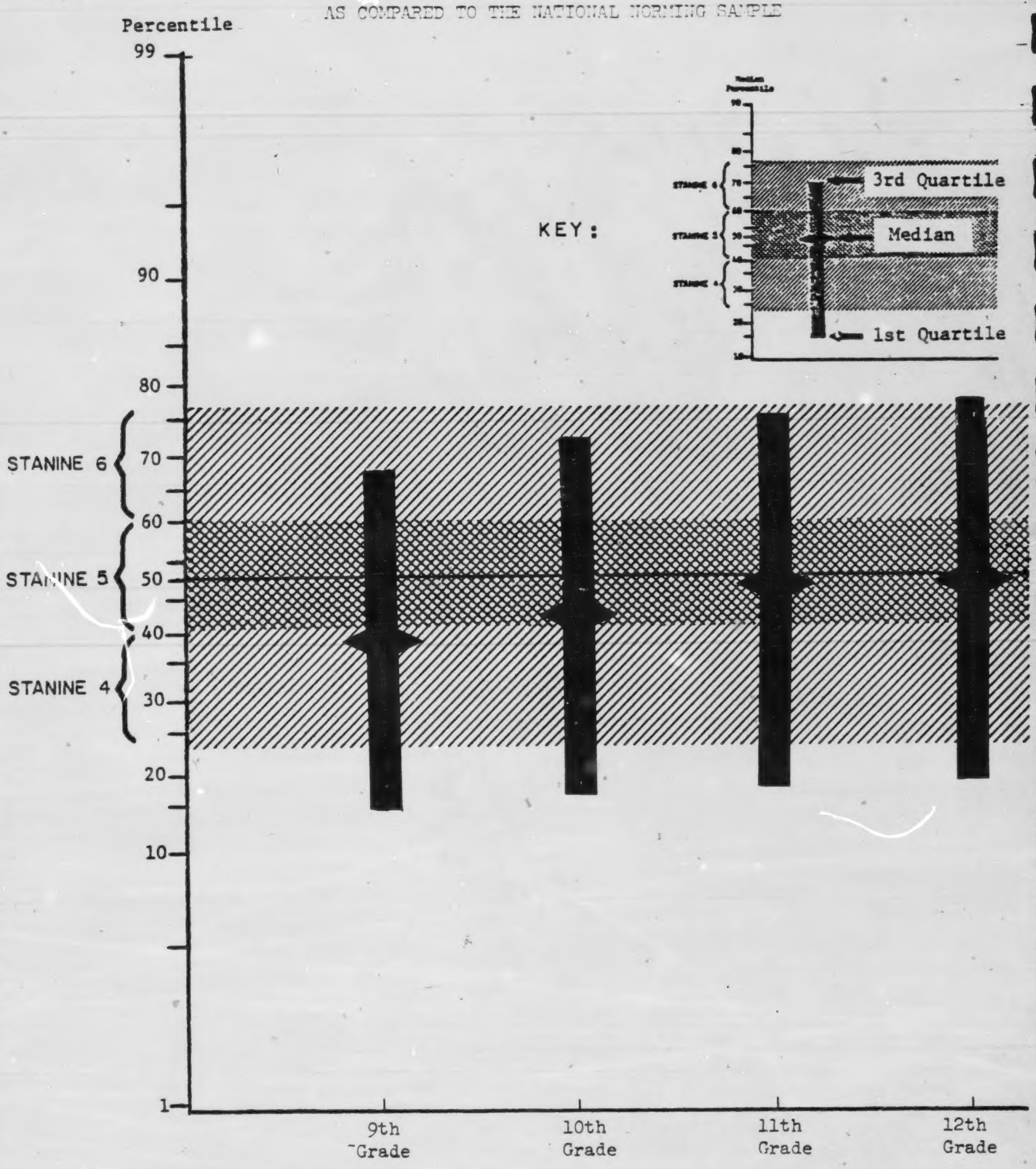

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Figure B-6-2

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP ENGLISH EXPRESSION
AS COMPARED TO THE NATIONAL NORMING SAMPLE

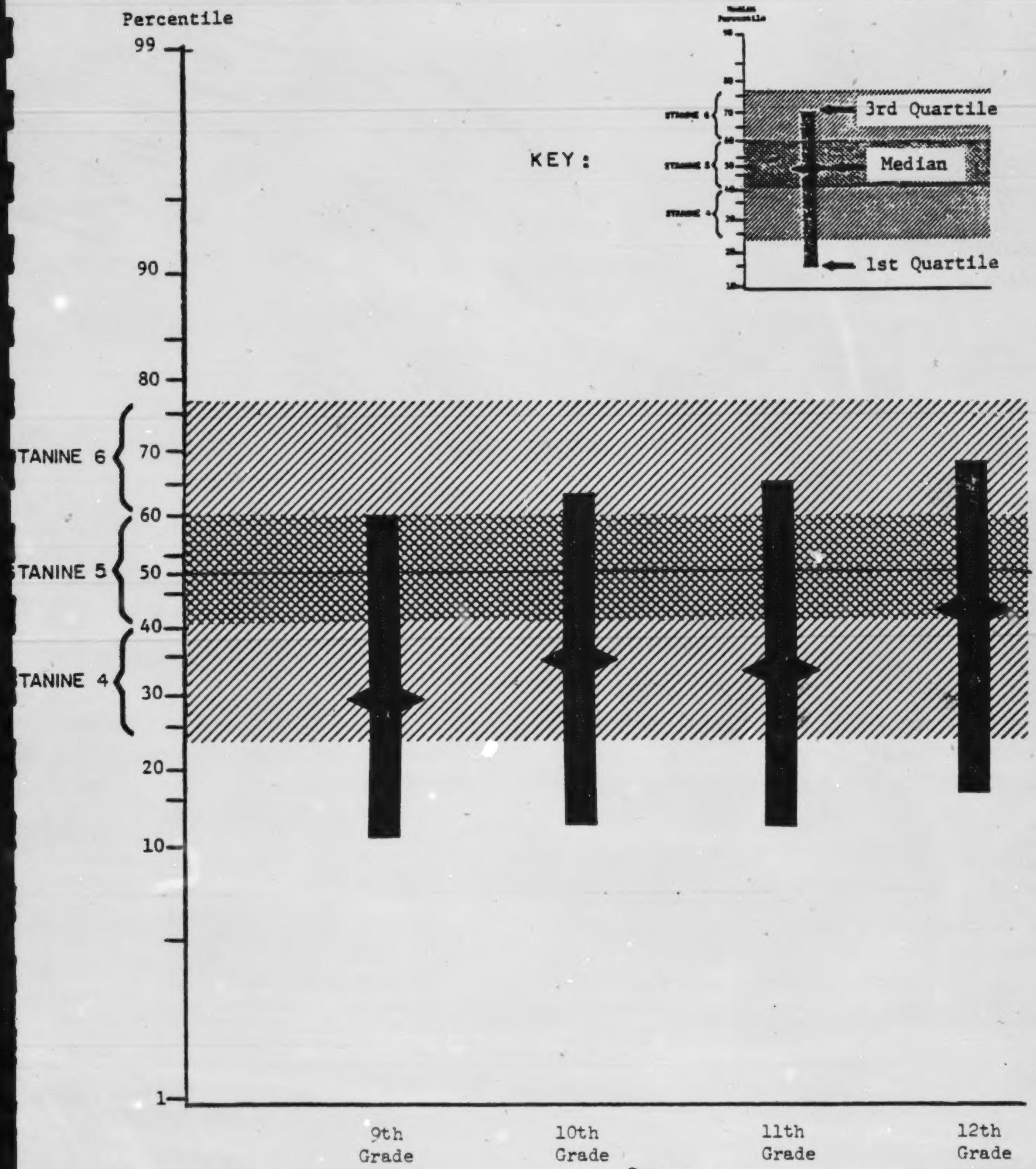

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Figure B-6-3

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP MECHANICS OF WRITING - SPELLING
AS COMPARED TO THE NATIONAL NORMING SAMPLE

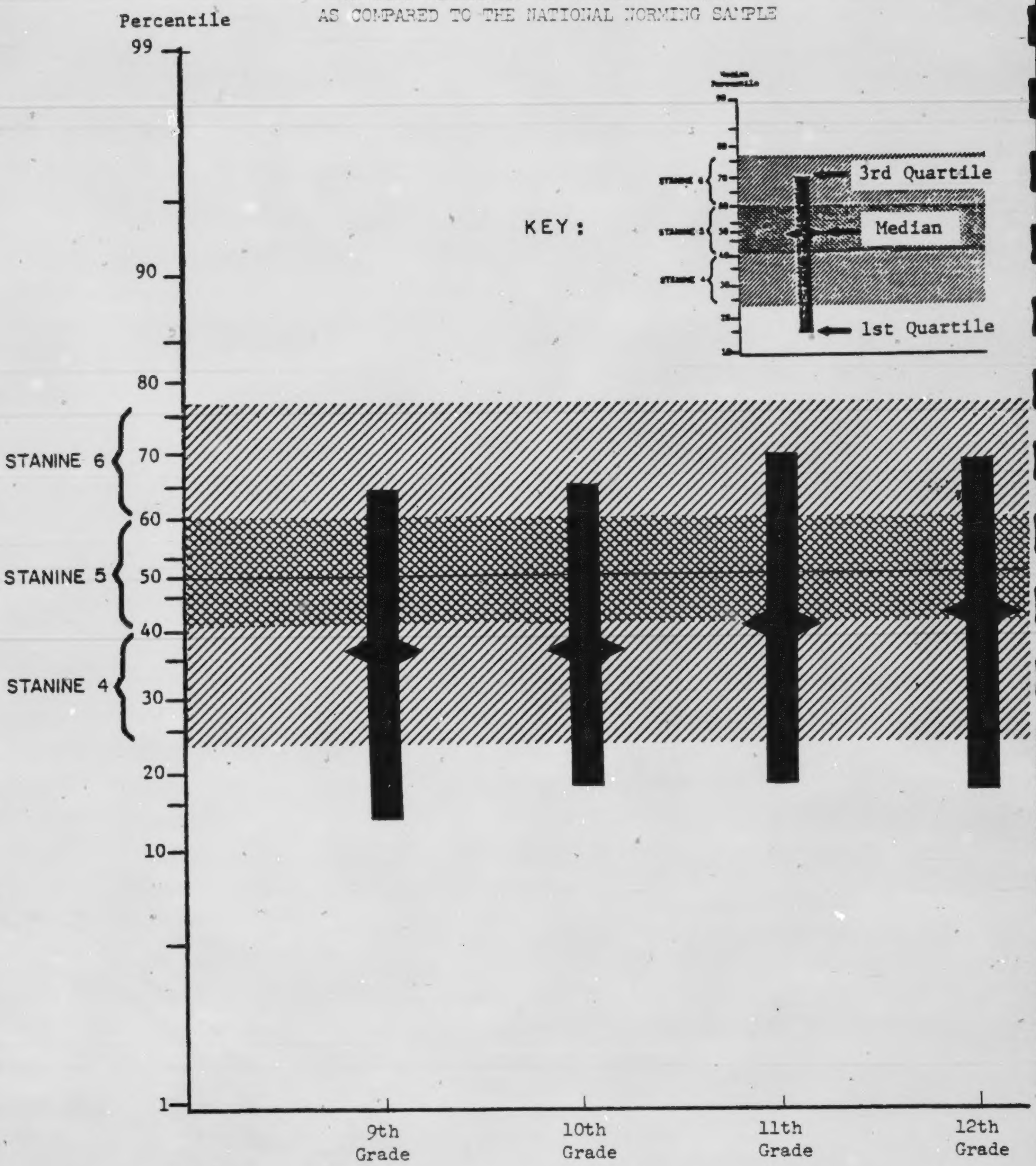

Figure B-6-4

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP MECHANICS OF WRITING - CAPITALIZATION AND PUNCTUATION
AS COMPARED TO THE NATIONAL NORMING SAMPLE

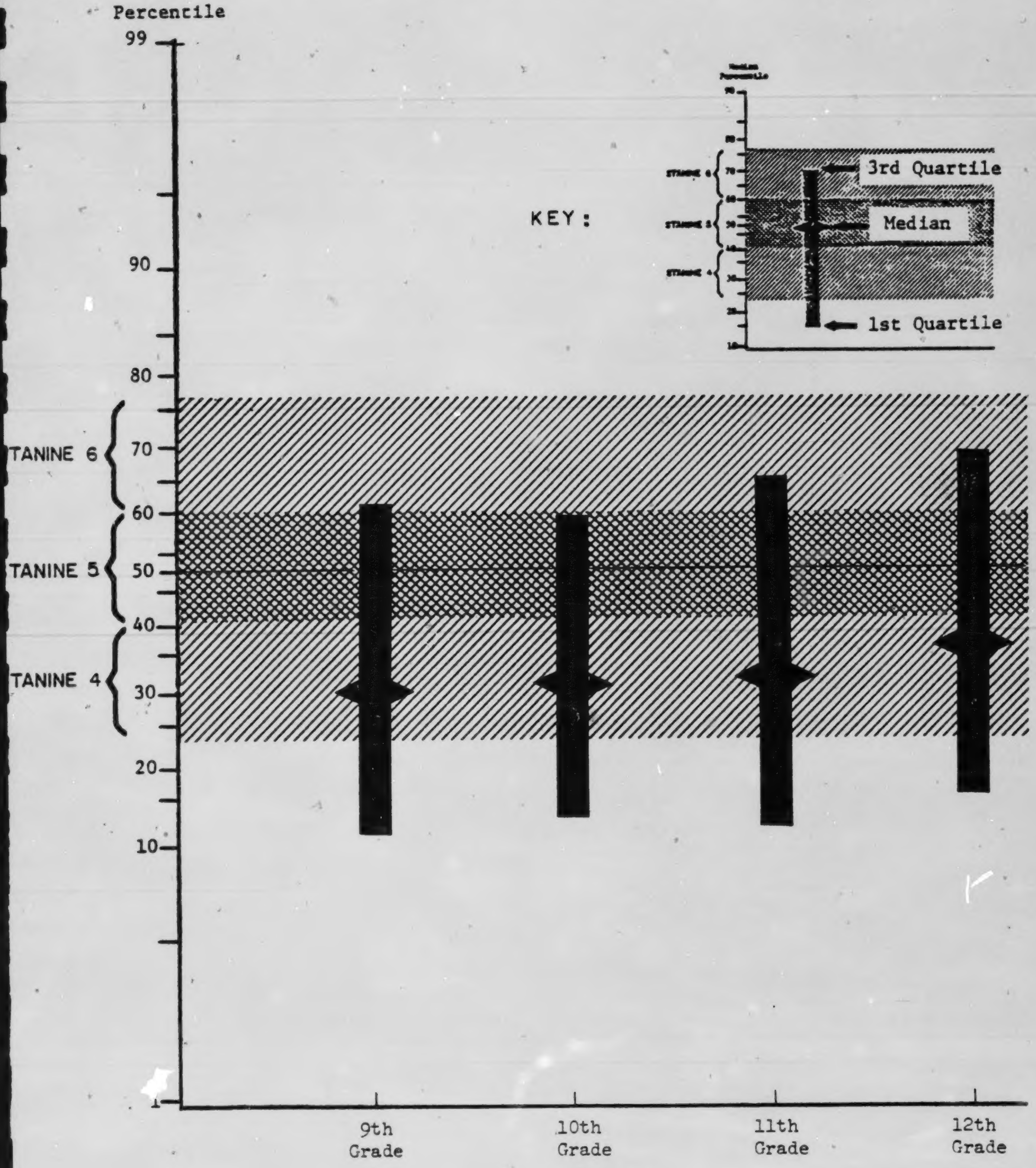

Figure B-6-5
MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP MECHANICS OF WRITING - TOTAL
AS COMPARED TO THE NATIONAL NORMING SAMPLE

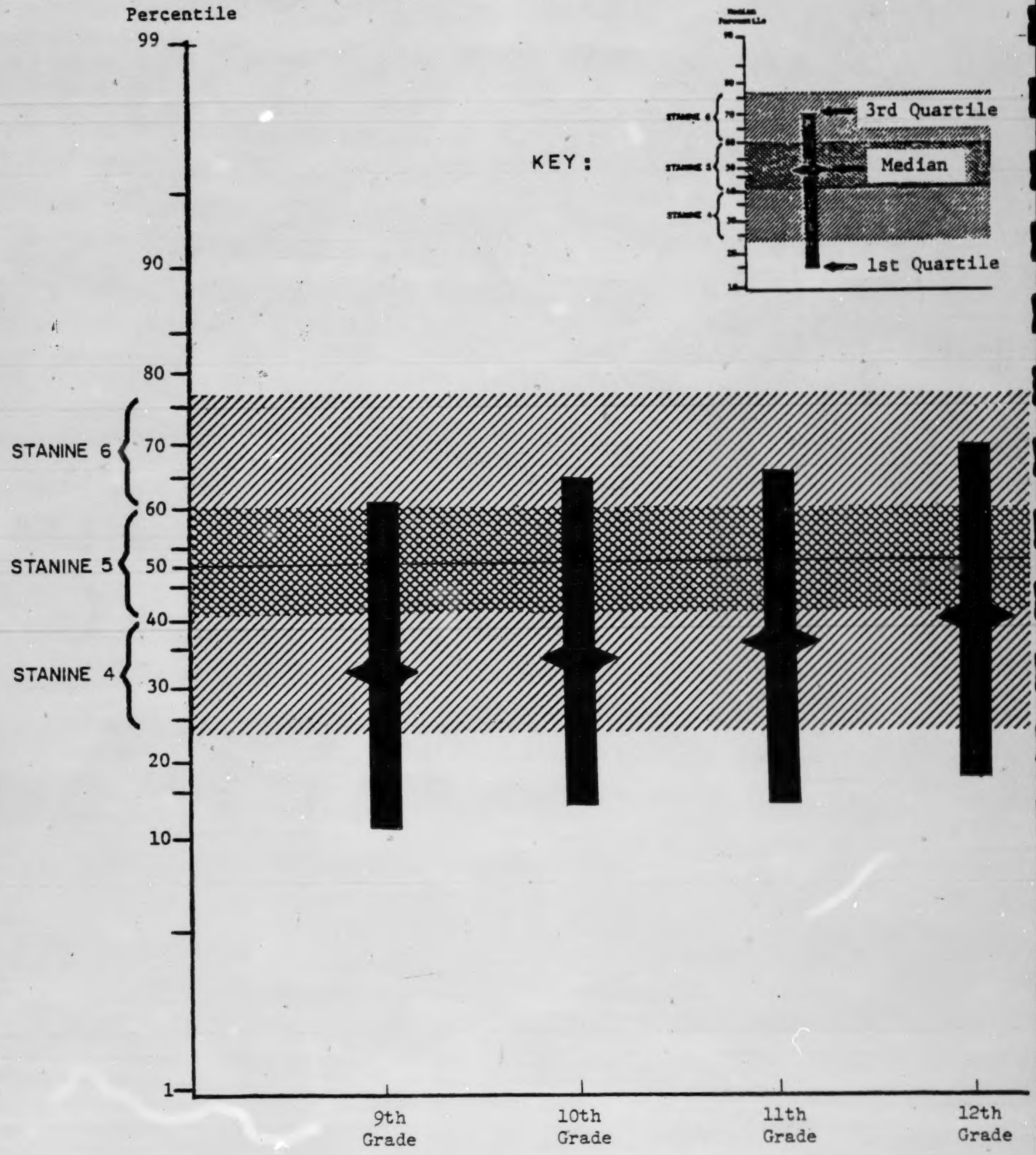

Figure B-6-6

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP SCIENCE
AS COMPARED TO THE NATIONAL NORMING SAMPLE

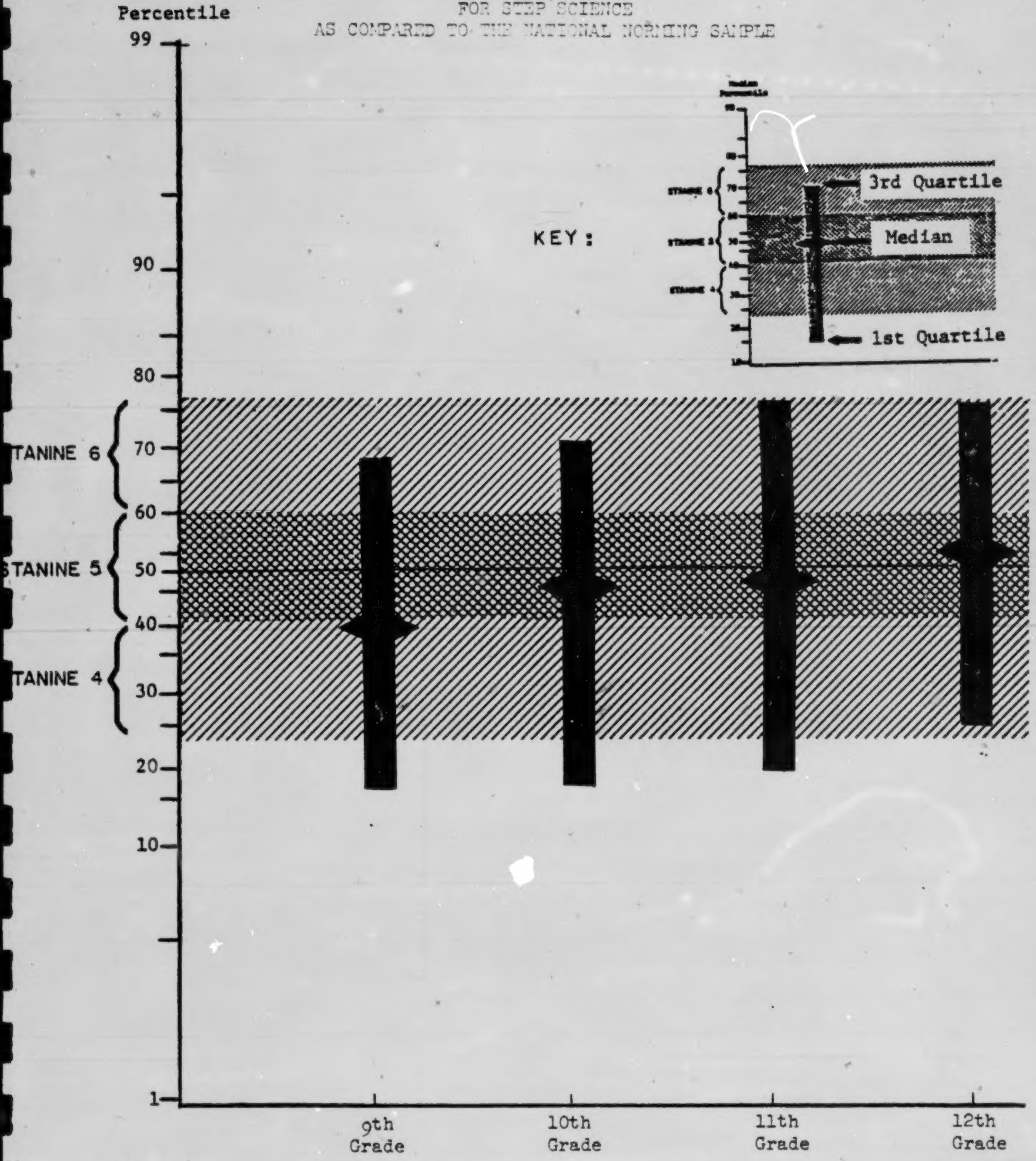

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Figure B-6-7

MEDIAN AND QUARTILE PERCENTILE POINTS FOR STEP SOCIAL STUDIES AS COMPARED TO THE NATIONAL NORMING SAMPLE

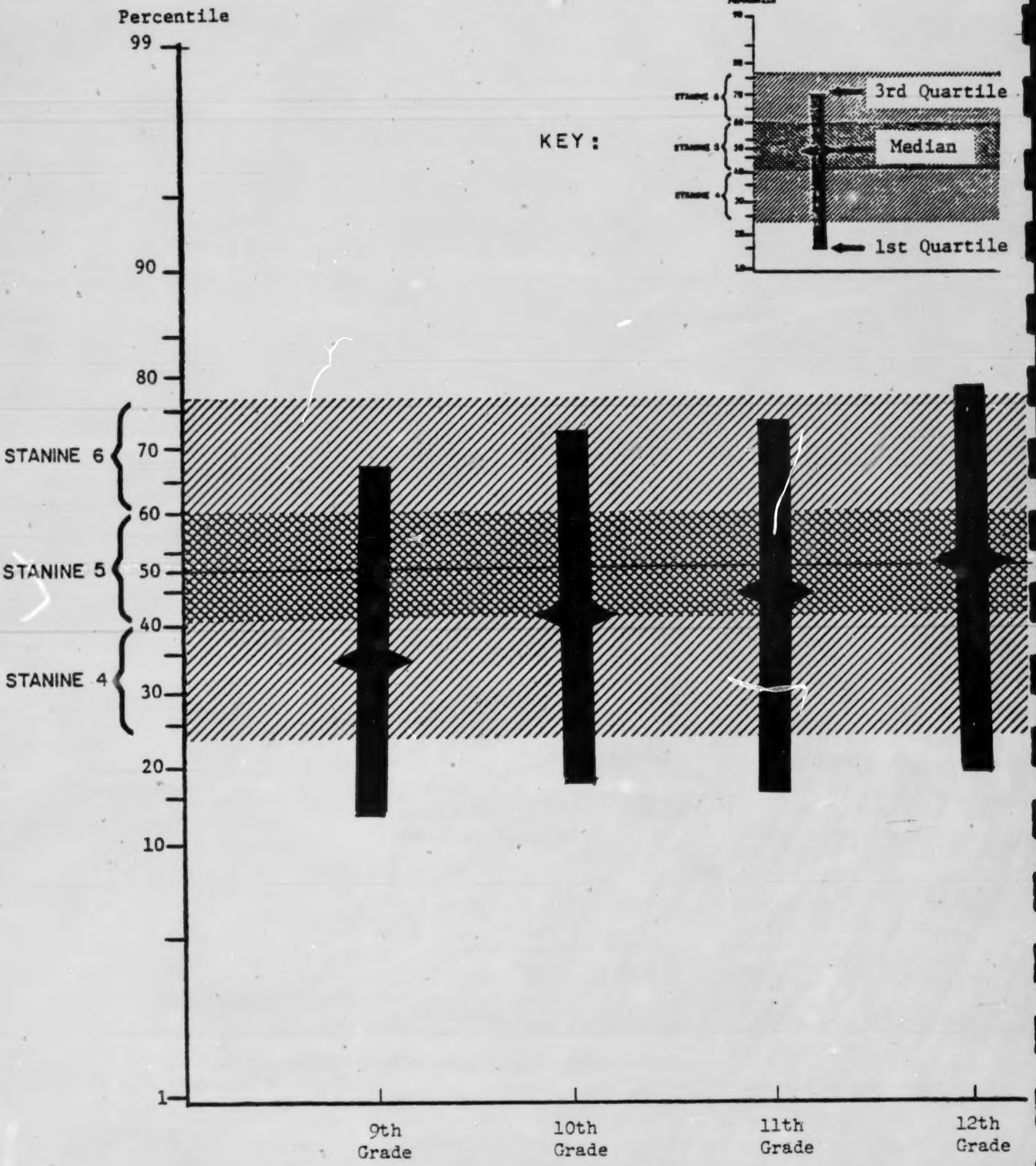


Figure B-6-8

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR MATH COMPUTATION
AS COMPARED TO THE NATIONAL NORMING SAMPLE

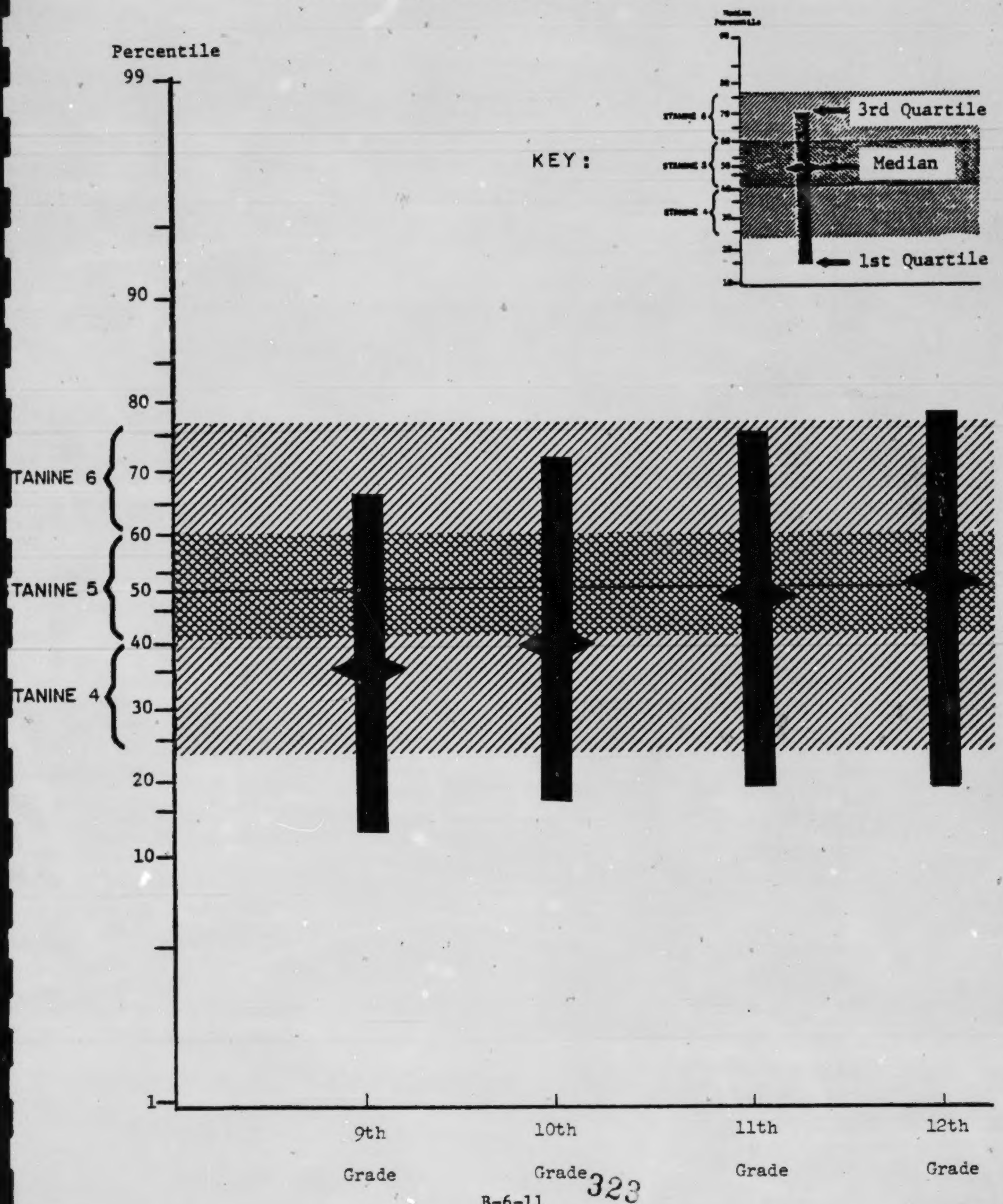
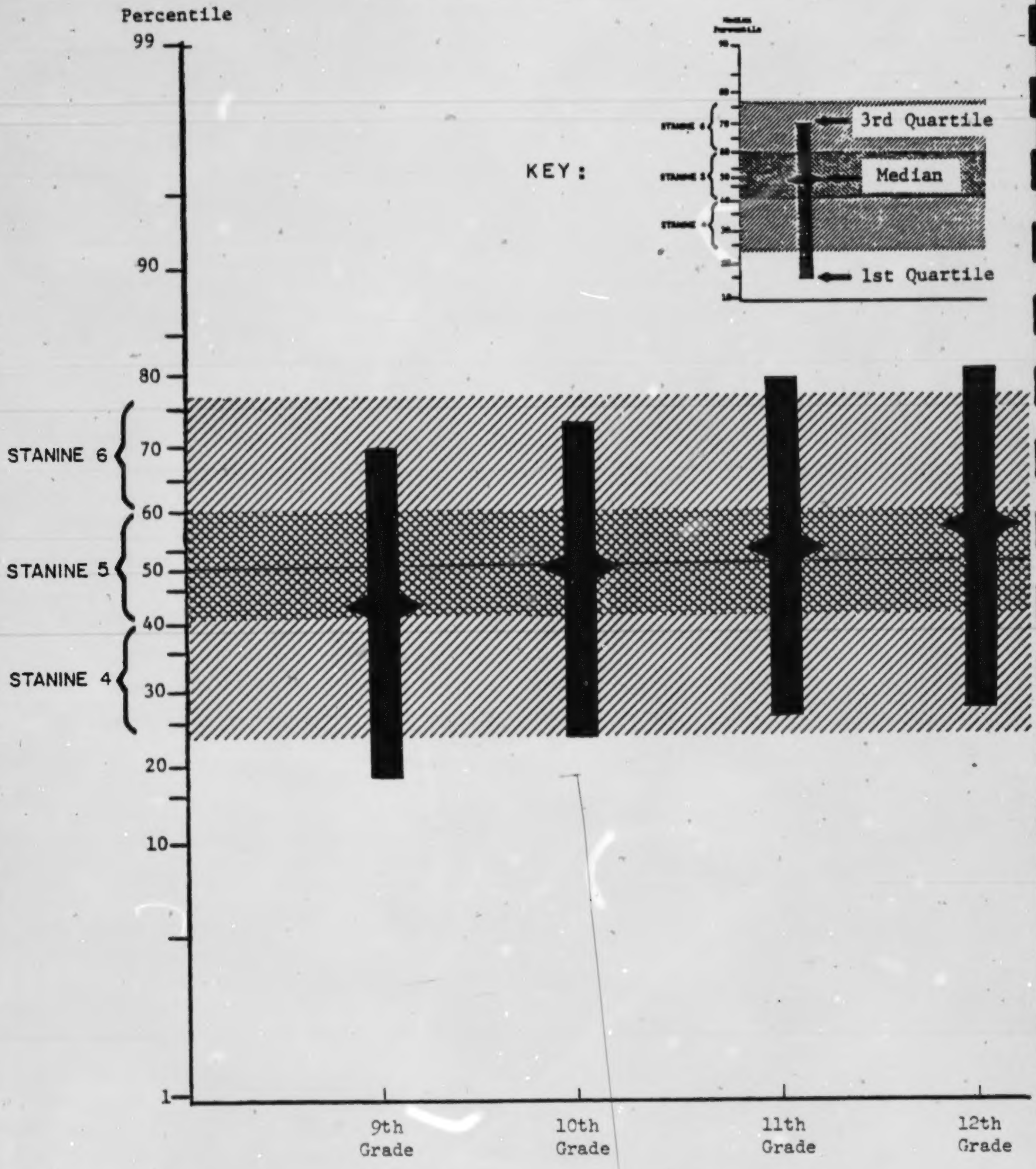


Figure B-6-9

MEDIAN AND QUARTILE PERCENTILE POINTS
FOR STEP MATH CONCEPTS
AS COMPARED TO THE NATIONAL NORMING SAMPLE



Appendix C

Boehm Test of Basic Concepts

Instrument Description: Boehm Test of Basic Consepts

Brief description of the instrument:

Fifty items arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the students. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

To whom was the Instrument administered?

All kindergarten students.

How many times was the instrument administered?

Once to all kindergarten students.

When was the instrument administered?

February, 1977.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

The classroom teacher.

What training did the administrators have?

None, other than that provided on-campus by the counselor and/or principal.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split-half reliability coefficients, corrected by the Spearman-Brown Formula, ranged from .68 to .90 in the standardization sample. No validity data are reported.

Are there norm data available for interpreting the results?

Standardization sample consisted of low, middle, and high socio-economic level students from kindergarten, first, and second grades in sixteen cities around the country. Percentiles corresponding to various raw scores are reported for beginning and mid-year testing in each of the SES levels by grade classifications.

APPENDIX C
BOEHM TEST OF BASIC CONCEPTS

Part 1
(Evaluation Question 4-1)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information to answer Evaluation Question 4-1, stated below:

> How does the kindergarten students' understanding of basic concepts during this year compare with the understanding of basic concepts for last year's kindergarten students?

PROCEDURE:

Data Collection. The Boehm Tests of Basic Concepts were administered to district kindergarten students during February 21 - February 25.

All kindergarten students in the district were to be tested, with one exception: students who spent one hour or more each day in an integrated (self-contained) special education class or resource class were not required to take the test. No systematic effort was made to collect information on the number of students who were exempted or on the number of students who were absent. However, the percentage of students who participated in the testing was almost 97% of the districtwide kindergarten enrollment.

Therefore, neither the number of exemptions and the number of absentees could be very large. (The enrollment data used in the above percentage calculation was based on the average of the kindergarten enrollments for January 14 - end of the 3rd Six Weeks - and for March 4 - end of the 4th Six Weeks).

Unlike the CAT and STEP testing, there were no provisions for exemption of students who were non-English speaking. Spanish administration instructions are available for the Boehm, so this type of exemption was not necessary.

ORE provided to each school detailed instructions on the management of the Boehm testing activities. Figures C-1-1, C-1-2, and C-1-3 contain the specific instructions that were provided.

Analyses. The 1976-77 districtwide median raw score for the total test and for each subscore was computed and compared to the corresponding median for the 1975-76 Boehm administration.

Separate analyses for students who were administered the test in each of the two different languages were not performed. The 1975-76 Title VII Technical Report did perform such analyses during that year. These analyses showed that the Boehm testing results for these two different groups were the same.

FINDINGS:

The median total raw scores for each of the two years were identical. When the separate scales are considered, identical medians were also found, except for the Space scale. In this scale, the median score for this year was 21, one raw score point higher than the corresponding median score in 1975-76.

Figure C-1-1

BUILDING COORDINATOR INSTRUCTIONS FOR BOEHM TESTING

BOEHM TEST OF BASIC CONCEPTS

SPRING, 1977

BUILDING COORDINATOR CHECKLIST

BEFORE WEEK OF TESTING (before February 21, 1977)

☐ Inventory all materials received:

- Sets of Test Booklets (each set containing Booklet #1 and Booklet #2)
  - 1 set for each kindergarten student
  - 1 set for each kindergarten teacher
  - 1 set for the building test coordinator

DO YOU HAVE ALL THESE?

- Test Administration Directions (in English)
- Class Record Form
- Teacher Checklist for Boehm Testing
- Testing Guidelines for Boehm Testing
  - 1 of each for each kindergarten teacher
  - 1 of each for the Building Testing Coordinator
- Test Administration Directions (in Spanish)
  - 1 for each kindergarten teacher who must administer the test in Spanish
- For Title I Schools only:
  - 2 white gummed identification labels for each student. Both labels for a student should be given to that student's teacher.

(Call Nancy Lanier or Kate Ward, telephone 458-1227, if you do not have enough of any of the above.)

☐ Read the Teacher Checklist, the Testing Guidelines, and the Test Administration Instructions so that you will be familiar with what your teachers will be expected to do.

☐ Pass out materials to teachers.

→

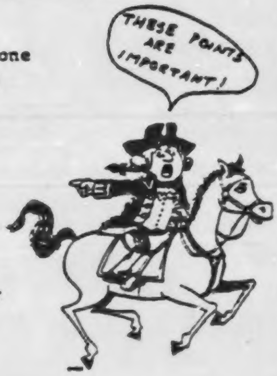
Figure C-1-1 (continued)

BUILDING COORDINATOR INSTRUCTIONS FOR BOEHM TESTING

BEFORE WEEK OF TESTING (before February 21, 1977)

☐ Advise your teachers of any special instructions that you consider necessary, including:

- when to administer the 2 "sittings" of the test (one sitting for Test Booklet #1, and a second sitting for Test Booklet #2)
- coordination among teachers so that no more than 8-12 students are tested in the same room at the same time
- instructions to teachers on when to have the completed booklets returned to you (all of these booklets for all of your teachers should be sent to the Office of Research and Evaluation no later than Thursday, March 3.
- instructions to teachers on when to return the unused test booklets to your office (all of the unused test booklets for all of your teachers should be sent back to the Office of Research and Evaluation together in one package no later than Thursday, March 10.


THESE POINTS ARE IMPORTANT!

NO LATER THAN THURSDAY, MARCH 3:

☐ Collect completed booklets from teacher.

☐ Mail all of the completed booklets to:

Jim Watkins
Box 79
Carruth Building

NO LATER THAN THURSDAY, MARCH 10:

☐ Collect all un-used test booklets from teachers.

☐ Mail all of these test booklets to:

Jim Watkins
Box 79
Carruth Building

Figure C-1-2

TEACHER INSTRUCTIONS FOR BOEHM TESTING

BOEHM TEST OF BASIC CONCEPTS

SPRING, 1977

TEACHER CHECKLIST

BEFORE WEEK OF TESTING (before February 21, 1977)

☐ Inventory all materials to make sure that you have enough.

DO YOU HAVE ALL OF THEM?

- Sets of Test Booklets (each set containing Booklet #1 and Booklet #2)

  1 set for each kindergarten student
  1 set for yourself

- Test Administration Directions (in English)
- Class Record Form
- Teacher Checklist for Boehm Testing
- Testing Guidelines for Boehm Testing

  1 of each for yourself

- Test Administration Directions (in Spanish)

  1 for yourself, if you will be administering the test in Spanish to some, or all, of your students

Let your Building Test Coordinator know if you are missing anything.

NOTE: Crayons, to be used by students to mark their answers, should be provided by each teacher.

☐ Read the rest of this checklist, the Testing Guidelines, and your copy of the Test Administration Directions for an overview of what you will need to do. (Your Building Testing Coordinator will have some additional instructions for you.)

☐ Write each of your student's names, etc., on a copy of test booklet #1 and test booklet #2.

NOTE: See Testing Guidelines, section 5, for more details concerning what and where to write this information.

☞

Figure C-1-2 (continued)

TEACHER INSTRUCTIONS FOR BOEHM TESTING

DURING THE TESTING WEEKS (Monday, February 21 through Wednesday, March 2)

☐ Administer tests in accordance with the Test Administration Directions, the Testing Guidelines, and other instructions provided by your Building Testing Coordinator.

☐ Administer make-up tests if necessary.

☐ (Optional) Score tests, using answer key in the Class Record Form, and record results in this Class Record Form.

THESE POINTS ARE IMPORTANT!

NO LATER THAN Wednesday, March 2:

☐ Collect together all test booklets for students who have completed both booklet #1 and booklet #2. (Do not include booklets for students who have completed only one of the two booklets.)

Both booklets for a student should be together, with booklet #1 on top. You do not have to alphabetize the students' booklets.

☐ Wrap these booklets with string, or put them in an envelope.

☐ Turn in these booklets to your building testing coordinator.

NOTE: (1) All make-ups should be completed, if possible, by this time. It may not be possible to score tests turned in after this day.

(2) Do not turn in, at this time, un-used test booklets. These will be turned in later.

BEFORE THURSDAY, MARCH

☐ Turn in all un-used test booklets to your building testing coordinator.

Figure C-1-3

GENERAL TESTING GUIDELINES FOR BOEHM TESTING

BOEHM TEST OF BASIC CONCEPTS
TESTING GUIDELINES
(and other useful information)
SPRING, 1977

1. When will testing occur?

All testing (except make-ups for absentees, etc.) will be done between Monday, February 21 and Friday, February 25. Boehm Test Booklet #1 and Boehm Test Booklet #2 will be administered on different days or, if on the same day, with a 10-15 minute break between the two test booklets. Make-up testing will be completed no later than Wednesday, March 2.

2. How should the test be administered?

Exactly as prescribed in the Boehm Testing Directions pamphlet titled "How to Administer the Test". (A Spanish version of these directions is provided for teachers who will need it.)

3. Should all students be tested?

Yes, with one exception:

Students who spend one hour or more each day in an integrated (self-contained) special education class or resource class need not take the test.

4. What about Spanish-speaking students?

Any student who is most comfortable in Spanish and is most likely to obtain valid test results in Spanish should be given the Boehm in Spanish. Any student who was administered the Spanish Screening Test earlier this fall and received a score of 3 or less should not be given the Spanish version of the Boehm.

Students who were administered the Boehm last Fall should be given the test in the same language this Spring.

5. What kind of identifying information must teachers write on the test booklets?

   a. for Title I and Title VII Schools: two gummed labels will be provided for each student. Place one of the labels on each of the test booklets. The student's name and other information is already printed on the label. If you have any students with no gummed identification labels, print the school name, student name, etc., just as for the non-Title I schools (see below).

   b. for non-Title I Schools: no gummed labels can be provided since no pretest data exists for students in these schools. Therefore, on the front of each of these booklets (Booklet #1 and Booklet #2), print the following at the top:

      In the space beside "Name":

      Student's last name, first name, and middle initial
      (in this order)

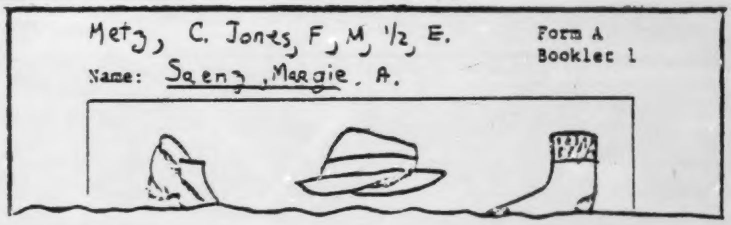
Figure C-1-3 (continued)

GENERAL TESTING GUIDELINES FOR BOEHM TESTING

Above the name space:
On one line, in this order--

- Name of school.
- Name of child's classroom teacher. Please use teacher's first name or initial if two teachers have the same name.
- Sex of student (M for male, F for female)
- Ethnicity of student (B for Black, M for Mexican-American, W for White, O for Other)
- Half-day or whole-day (1/2 for half-day, 1 for whole-day)
- Language test was administered (S for Spanish, E for English)

Example:



Metz, C. Jones, F, M, 1/2, E.
Name: Saenz, Margie, A.

Form A
Booklet 1

6. Do teachers have to score the tests?

No. The Office of Research and Evaluation will score the tests and return the results to you as soon as possible.

However, if you want to score the tests yourself, you may do so. (The Class Record Form contains an answer key and spaces to record the test results for each student.)

IMPORTANT: Even if teachers score the tests themselves, they must return the students' completed booklets to the building testing coordinator for delivery to the Office of Research and Evaluation. (This is necessary in order that district-wide testing results may be determined.)

7. What information will be given back to teachers and schools?

Each teacher will get:

- test results for each student
- a summary of the test results for the entire class
- a gummed label for each student, with test scores

Each school will get:

- a summary of the test results for the entire school highlighting strengths and weaknesses.

Figure C-1-4

DISTRICTWIDE BOEHM TESTING RESULTS FOR 1975-76 and 1976-77

SCALE	MEDIAN RAW SCORE		
	1975-76	1976-77	Difference[1]
Space	20	21	+1
Quantity	14	14	0
Time	3	3	0
Miscellaneous	4	4	0
Total	41	41	0

[1] Differences are computed as 1976-77 Median Raw Score - 1975-76 Median Raw Score.

APPENDIX C
BOEHM TEST OF BASIC CONCEPTS

Part 2
(Evaluation Question 4-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer decision question 4-2, stated below:

> How does the kindergarten students' understanding of basic concepts during this year compare with the understanding of basic concepts of a nationwide sample of students?

PROCEDURE:

Data Collection. The method of data collection has already been discussed in Part 1 of this appendix.

Analyses. The usual method of comparing achievement of a given group of students with a nationwide sample involves the use of a derived norm-referenced score such as a percentile or grade-equivalent score. This derived score should be based on a random sample of students throughout the country.

Several problems are encountered when the Boehm Test of Basic Concepts is utilized for such purposes. These problems are discussed below. After this discussion, the actual analysis procedure will be described.

The first problem is that the students used for mid-year norming of the Boehm were not selected by a randomization method. The particular 5 school districts which participated in the norming activities, and the number of students participating, are presented in figure C-2-1. There are several consequences of this non-random selection of schools and of students within schools:

- It is not possible to generalize behond the 5 selected school districts to a wider population of schools for which these 5 districts are a representative sample.

- It is not known whether the students within each school are representative of the students in that school.

A second problem is that the total sample size is quite small, so that the norming data is not as stable as it ought to be.

A third problem is that the only derived score that is provided for the Boehm is a separate set of percentile scores for each of the three SES levels. This problem is complicated by the fact that criteria as to how to determine what type of student is a low SES student, or what type of student is a middle SES student, etc., is not available from the publisher.

Finally, the last problem is that for the subscales, even percentile scores for each SES grouping are not available.

As a consequence of the first two of these problems it must be understood that it is not possible to assess the understanding of basic concepts of AISD kindergarten students to a "nationwide sample". Such comparisons can be made only to the small sample of students who happened to be tested in the five particular cities that are listed in Figure C-2-1.

If such a comparison is acceptable, then the technical difficulties presented in the last two problems may be resolved to some extent.

- The Boehm manual details for each item on the test the percent of students in each of the three SES groups who passed the item. The percentage of students who passed the i-th item, across all three SES groups, is therefore

  $$P_i = \frac{N_1P_{1i} + N_2P_{2i} + N_3P_{3i}}{N_1 + N_2 + N_3}$$

  where N_1, N_2 and N_3 are the number of students in the norming sample who were low SES, middle SES, and high SES, respectively and P_{1i}, P_{2i}, and P_{3i} are the corresponding percentages of students passing the i-th item.

- After each of these item percentage correct points are computed, a reference point for the total test score or for any subscale, with I items in it, may be computed as

  $$P = \left(\sum_{i=1}^{I} P_i\right)/I$$

  P thus roughly serves the same purpose as the 50%ile point. It acts as a basic reference by describing the "average" achievement of all norming sample students on this particular subscale (or total test).

- It may be noted that the average raw score for a given subscale (or total test) for the norming group has the following ralationship to the value P, as computed above, for that particular subscale or total test:

$$\overline{X}/I = P$$

which $\overline{X}$ is the mean raw score and I is the number of items on the subscale on total test.

- This relationship between the mean raw score and the "average of the percents correct" suggests the following method for comparing AISD understanding of basic concepts to that of the norming group. For each subscale, the AISD mean raw score is computed and divided by the number of items in that subscale. This resulting value is then compared to the P value for that same subscale, computed for the norming group. If the AISD reference point is greater than the norming sample reference, this would indicate superior understanding by AISD students. Otherwise, it would indicate superior understanding by students in the norming sample.

  Note that such a method cannot indicate how much superior the AISD students or the norming sample students are.

- Finally it should be noted that the norming sample "P" value for the total test has been provided by the publisher. It is only for the subscales that the indirect method that is described above most be employed.

The method described above was performed as follows. For each subscale, P_i (the percent of students in the midyear norming sample for form A who answered Item i correctly, across all three SES groups) was computed for each item in the test and rounded to the nearest integer. (The percent of students in the norming group within each SES group, as provided by the publisher, had been similarly rounded off. Therefore, computing a P_i to one or more decimal places would be a misleading indication of more accuracy than was in fact available.) Each of these computed P_i values is tabled in figure C-2-2. For each of the four subscales of the Boehm, the average of the P_i's for all items of that subscale was then computed and rounded to the nearest integer. These average P_i's are provided in the bottom row of figure C-2-2.

The mean raw score for the 1976-77 AISD kindergarten adminstration was computed for each subscale and for the total test and divided by the number of items in the appropriate subscale (or total test). Each of these was then compared to the corresponding "average percent correct" in the norming sample, to assess any differences that might exist.

FINDINGS

The average percent correct data for each subscale and for the total test are displayed in figure C-2-3 for the 1976-77 AISD administration and for the norming sample. An inspection of this figure reveals that Austin kindergarten students' understanding of the concepts assessed by the Boehm Test of Basic Concepts is higher than the understanding by students in the norming sample for each subscale and for the total test.

Figure C-2-1

DESCRIPTION OF THE KINDERGARTEN NORMING SAMPLE FOR MIDYEAR TESTING OF THE BOEHM TEST OF BASIC CONCEPTS FORM A.[1]

City	Number of Participating Students			
	Low SES	Middle SES	High SES	Total
Fresno, California	22	58	61	141
Atlanta, Georgia	63	43	26	132
Highland Park, New Jersey	--	125	48	173
New Rochelle, New York	12	154	36	202
Tulsa, Oklahoma	65	73	79	217
TOTALS	162	453	250	865

[1] Extracted From the Boehm Test of Basic Concepts Manual, 1971 Edition, published by The Psychological Corporation, New York, New York.

Figure C-2-2

ITEM "PERCENT CORRECT" AND SUBSCALE/TOTAL "AVERAGE PERCENT CORRECT"
FOR THE BOEHM TEST OF BASIC CONCEPTS, FORM A
MIDYEAR NORMING SAMPLE
ACROSS ALL SES GROUPS

Item Number	Boehm Subscale			
	Space	Quantity	Time	Miscellaneous
1	80%			
2	92%			
3	80%			
4	88%			
5	92%			
6		90%		
7	91%			
8		85%		
9	89%			
10	93%			
11	89%			
12		82%		
13		91%		
14	82%			
15		79%		
16	97%			
17		70%		
18	83%			
19		87%		
20	86%			
21	82%			
22				84%
23			82%	
24		78%		
25		78%		
26	72%			
27		59%		
28	64%			
29			74%	
30				74%
31				63%
32		72%		
33			61%	
34	74%			
35				56%
36			64%	
37		49%		
38	51%			
39	58%			
40		43%		
41	70%			
42		84%		
43	52%			
44	52%			
45		32		
46				44%
47		17%		
48	39%			
49		37%		
50		24%		
Average Percent Correct in the Norming Sample for Subscales	76%	64%	70%	64%
Average Percent Correct in the Norming Sample for the Total Test	70%			

Figure C-2-3

AVERAGE PERCENT CORRECT FOR BOEHM SUBSCALES AND TEST TOTAL FOR DISTRICTWIDE 1976-77 TESTING AND FOR THE NATIONAL NORMING SAMPLE

Subscale (or Total)	AVERAGE PERCENT CORRECT		DIFFERENCE[1]
	AISD	Norming Sample	--
Space	84%	76%	+8%
Quantity	73%	64%	+9%
Time	78%	70%	+8%
Miscellaneous	78%	64%	+14%
Total	79%	70%	+9%

[1] The difference is computed as AISD Average Percent Correct - the norming sample Average Percent Correct.

APPENDIX C
BOEHM TEST OF BASIC CONCEPTS

Part 3

(Evaluation Question 5-1)

PURPOSE:

The purpose of Part 3 of this appendix is to provide information to answer Evaluation Question 5-1, stated below:

> How does the understanding of basic concepts by Kindergarten students using the Lippincott system compare with the understanding of basic concepts by kindergarten students using the MacMillan System?

PROCEDURE:

Data Collection. The data which was used to answer this evaluation question was obtained from the 1975-76 administration of the Boehm Test of Basic Concepts. The data collection procedures have been described in Appendix C of the 1975-76 Systemwide Evaluation Technical Report, published in July, 1976. These procedures are essentially the same as the procedures described in Part 1 of this appendix for the 1976-77 administration.

Analyses. The data that was utilized was only a sample of the districtwide Boehm Test of Basic Concepts data base for 1975-76. This data was selected as follows. The primary level instructional coordinators provided ORE with a list of those kindergarten teachers who utilized the Lippincott oral language system and a list of those teachers who utilized the Macmillan oral language system.

The SES levels for each of the schools that were involved were examined. Based on this examiniation, all teachers in the original lists were eliminated from further consideration if their participation in the final study would have created an overall inbalance between the SES levels of the schools with Lippincott-using teachers and the SES levels of the schools with Macmillan-using teachers. The indicator of each school's SES level was the percentage of low income students that were members of that school, as reported in the School Campus Longitudinal Trends from 1972-73 through 1975-76, issued in July 1976.

Finally, three additional teachers in some of the middle SES schools were eliminated because their kindergarten classes consisted of whole day students. If these teachers had been retained in the study, an inbalance between the middle SES Lippincott group and the middle class Macmillan group would have been created with regards to half-day classes versus whole-day classes.

The remaining teachers formed 4 groups: low SES school Lippincott users to compare with low SES school Macmillan users; and middle SES school Lippincott users to compare with middle SES school Macmillan users. All high SES school teachers had been eliminated because of inbalances that would have been created between Lippincott users and Macmillan users. Figure C-3-1 summarizes the information on the 4 groups that were utilized in the final study.

The study was designed with the intent of using the 1976-77 Metropolitan Readiness Test data for those kindergarten students in Lippincott classes or in Macmillan classes who also were administered the Metropolitan Readiness Test in the following year, as 1st grade students. To ensure greater comparability between the kindergarten Boehm Test of Basic Concepts results and the 1st grade Metropolitan Readiness Test results, those students who did not participate in both test administrations were eliminated.

The mean Boehm Test of Basic Concepts Total scores, for each of the 4 groups were computed. Two t-tests were performed, between the two low SES groups and between the two middle SES groups.

FINDINGS:

Figure C-3-2 displays the results of the analyses. Neither of the two comparisons indicated a significant difference.

These findings should be compared to related findings using the Metropolitan Readiness Tests. These Metropolitan Readiness Test Findings are discussed in Appendix D of this report.

Figure C-3-1

SCHOOLS USED IN STUDY, NUMBER OF CLASSES PER SCHOOL, AND PERCENTAGE OF LOW INCOME STUDENTS IN EACH SCHOOL

Oral Language System Used	Low SES	Middle SES
LIPPINCOTT	Blackshear (2 classes) - 90%* Norman (2 classes) - 91%* Oak Springs (1 class) - 93%*	St. Elmo (2 classes) - 18%* Summit (1 class) - 4%*
MACMILLAN	Oak Springs (2 classes - 93%* Sims (3 classes) - 89%*	Linder (1 class) - 12%* Reilly (1 class) - 25%* Cunningham (2 classes) - 3%*

* - Percentage of Low Income students in the School.

Figure C-3-2

COMPARISON OF LIPPINCOTT USERS AND MACMILLAN USERS FOR THE BOEHM TEST OF BASIC CONCEPTS

SES Level	Oral Language System	N	Mean Raw Score	Standard Deviation	t
Low	Lippincott	95	35.17	9.79	+1.07
	Macmillan	104	33.85	8.19	
Middle	Lippincott	90	39.82	5.81	-0.90
	Macmillan	109	40.61	6.50	

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APPENDIX C
BOEHM TESTS OF BASIC CONCEPTS

Part 4
(Evaluation Questions 6-1 and 6-2)

PURPOSE:

The purpose of Part 4 of this appendix is to provide information to answer evaluation question 6-1, stated below:

> Which readiness test would provide the most reliable and valid data for use in answering evaluation question 4-1 and 4-2?

and to provide information to answer evaluation question 6-2, stated below:

> Which readiness test would provide the most reliable and valid data for use in making instructional decisions about individual students?

It should be noted that the information that will be considered includes not only that for the Boehm Tests of Basic Concepts but also includes data for two other kindergarten readiness tests. It is convenient to consolidate such information for all these tests into one part of this technical report, since they are highly related. Since the Boehm Test of Basic Concepts is one of the three tests that have been considered, and since the Boehm Test of Basic Concepts is currently used for the kindergarten readiness testing, the discussion of these evaluation questions has been incorporated in this Boehm Test of Basic Concepts appendix.

PROCEDURE:

Data Collection. The testing data that was considered consisted of the Boehm Test of Basic Concepts 1976-77 results for four selected kindergarten teachers. The data collection procedures for this Boehm Test of Basic Concepts data has already been described in Part 1 of this appendix.

Two of these 4 teachers also administered the Metropolitan Readiness Test to all students in their class. The other two teachers administered the Tests of Basic Experiences to students in their class. These additional test administrations were all done during the first two weeks of April.

Each of these 4 teachers volunteered for this addition. The primary level instructional coordinators recruited the teachers, subject to the conditions that two volunteer teachers be teaching in low SES schools and the other two volunteer teachers be teaching in middle SES schools.

The assignment of tests to teachers was such that the Metropolitan Readiness Test was administered in both a low SES school classroom and in a middle SES school classroom. The Tests of Basic Experiences was also administered in a low SES school classroom and in a middle SES classroom. The publisher-provided administration instructions were given to each volunteer teacher to insure standardization. All scoring was done by ORE staff members.

Other data that were considered included a follow-up interview with each of the volunteer teachers; extensive discussions with the primary level instructional coordinators, the district testing advisory committee, and the Title I and Title VII evaluation staff; the technical reports provided by the publishers of the 3 tests that were being considered; and a consideration of the cost factors that would be involved for each of the tests.

Finally, it should be noted that the activities described in this part of the appendix were an extension of additional work that was done during the previous year. During 1975-76, 5 different tests were under consideration. In addition to the 3 tests already mentioned, the Stanford Early School Achievement Test (level I) and the Comprehensive Tests of Basic Skills (level A) were also considered.

During this preceding year, review copies of each of these 5 tests were provided to representative kindergarten teachers (selected by the primary level instructional coordinators), to each of the primary level instructional coordinators, and to each member of the district testing advisory committee.

All reviewers were asked to assess these tests with regard to compatability with the district kindergarten curriculum. As a result of this review process, the Stanford Early School Achievement Test and the Comprehensive Tests of Basic Skills were eliminated from further consideration.

There was, however, no general concensus among the reviewers as to which of the remaining 3 tests might be the best test for future use. The purpose for the additional activities that were conducted this year was to attempt to break this deadlock.

Analyses. The test data for the 4 volunteer teachers was inspected to see if there were any "floor" and "ceiling" effects and to see if there were any unusual discrepancies between the data for different tests. All of the other data were inspected and compared for the different tests to determine if there might be one test that had an overall higher degree of acceptability.

FINDINGS:

Reliability. Figures C-4-1 through C-4-3 summarize the publisher-provided reliability data for each of the tests. An inspection of these figures reveals that no one of the three tests is noticeably superior to the other two, with respect to reliability.

Validity. Three different aspects of the validity of the three tests were considered. The first of these aspects concerns the availability and quality of a national norm-referencing system. Such a system would be essential if an evaluation question such as 4-2 (discussed in Part 2 of this appendix, for the Boehm Tests of Basic Concepts) were to be answerable.

Figure C-4-4 outlines the characteristics of each of the three tests that are relevant to a norm-referencing system. The MRT is superior to the other two test for each of these characteristics other than for the September testing which has been administered in the Title I schools in the district. These characteristics are discussed below:

- Only for the MRT test is the norming sample based on probability sampling procedures. Such procedures are critical if comparisons to nationwide status is desired.
- The MRT norming is based on a larger number of students than were any of the other tests. A large sample size reduces the sampling variance. Greater assurance is thus offered that the raw score - percentile conversions are not excessively disturbed by a fluke in the sampling process.
- The MRT and TOBE both provide reasonably detailed descriptions of characteristics of the norming sample. This information is useful to ascertain similarities and differences between AISD and the norming sample.
- Both the MRT and TOBE have percentile scores available. However the MRT percentile scores are based on a shorter norming period (1 month) than is the TOBE (4 months). The MRT percentile norms therefore have a more precise meaning. MRT norms cannot be used in September. However, unless the districtwide kindergarten testing were changed from February to September, this is not important. TOBE norms cannot be used in February. The Boehm percentile scores are in general inadequate.
- The MRT has the most recent norms (1974-75, as compared with 1969-70 for each of the other tests). In view of the apparent increased readiness of pre-school students in the last few years, the more recent norms would provide a more accurate assessment of relative status.

The second aspect of validity that was considered is the content validity. This type of validity pertains to the compatability of the test content with the districtwide curriculum. Neither evaluation question 4-1 nor 4-2 could be answered in a meaningful manner if the test content were not compatible.

Also, instructional decisions for individual students would be senseless if they were based on test results for a test that measured irrelevant achievement or readiness.

The four volunteer teachers and the primary level instructional coordinators provided input concerning the content validity of the tests. Each of the volunteer teachers was interviewed after the pilot testing was complete. Nine specific questions were asked of each teacher and their responses were recorded. Figure C-4-5 presents a summary of the questions and responses.

The responses by teachers to interview questions 1-4 and 9 are especially relevant to the issue of content validity. In general, both teachers who administered the TOBE stated the TOBE test results would provide useful information but only one of these teachers felt that the TOBE would be more useful than the Boehm. Both teachers who administered the MRT agreed that MRT test results would provide useful information. Both of these teachers felt that the MRT would be more useful than the Boehm. The two teachers who pilot-tested the MRT cited several parts of the MRT which they considered to be especially good. No such comments were provided by the teachers who pilot-tested the TOBE. This may have been because the TOBE is not broken down into specific subtests as is the MRT.

The primary level instructional coordinators were presented with the interview results. The coordinators also did their own study of the content of each of the three tests. The coordinators did not consider the MRT to have adequate content validity. They consider the MRT content to be more reflective of the 1st grade curriculum, rather than the kindergarten curriculum. Both the Boehm and the TOBE were considered to be more representative of what the kindergarten curriculum should be, although the coordinators did consider the TOBE to have better content validity than the Boehm. The District Testing Advisory Committee, however, considered both the TOBE and the Boehm to be essentially the same with regard to content validity.

The last aspect of the validity concerns the dispersion of the test scores. If, among other measures, the test will be used to identify students with unusual strengths or with unusual weaknesses, a wide dispersion of scores is necessary. That is, there should be no high concentration of scores at either the high end of the score range or at the low end of the score range.

Figures C-4-6 and C-4-7 display the distributions that were obtained for the April pilot-testing of the MRT and the TOBE. Also displayed are the distributions that were obtained in these same 4 classes for the Boehm that was administered earlier in the year.

It will be noted that the TOBE and the MRT apparently have a greater ceiling effect than does the Boehm. This is very likely only a consequence of the fact that the TOBE and the MRT were both administered in April, whereas the Boehm was administered in February, much earlier in the year. The figures suggest that there is little difference in the ceiling effects of the TOBE and the MRT, Neither test exhibits any floor effects, and the overall dispersion appears to be about equal.

Cost Factors. The costs for the three test are:

- Boehm - 23 1/3¢/ booklet ($1,100 annual cost)

MRT - 33 1/3¢/booklet ($1,600 annual cost)
TOBE - 80¢/ booklet ($3,800 annual cost)

One additional cost factor that should be considered is the computer programming efforts. If the Boehm were to be used in the future, the existing computer data processing programs could be used, and no additional programming time would be required. If the MRT were adopted, some additional programming would be necessary. However, for the most part, the existing 1st grade MRT programs could be utilized and only minor additional work would be necessary. Adoption of the TOBE, however, would require the development of a completely new set of data processing programs. This would probably require 6-8 weeks of programmer time to accomplish this.

The cost of the TOBE was especially viewed with concern by the members of the District Test Advisory Committee. The concensus of this committee was that the TOBE and the Boehm were quite similar in usefulness and that the added cost of the TOBE was not a justifiable expense.

Impact on Federal Programs. Discussions with the federal program evaluation staff revealed that for the Title VII program evaluation, the replacement of the Boehm would have a significant effect. The 5-year evaluation efforts of Title VII require (1) a kindergarten test which can be administered in Spanish and (2) test data which is comparable across the entire 5-year span since 1974-75.

Since neither the TOBE nor the MRT have an acceptable set of Spanish administration instruction, Spanish instructions would have to be developed if either of these two test were adopted to replace the Boehm. If a new test were adopted, an equivalency study would be necessary in order to develop a basis for comparing scores in 1977-78 and later years with the Boehm test results of previous years. This equivalency study would require the administration of both the Boehm and the replacing test to a large number of students during next year.

Other. In the process of gathering the reliability and validity data, some other general information was obtained which is provided in this section.

- One of the teachers who pilot-tested the MRT considered the MRT directions to be long; the other teacher considered the test itself to be too lengthy.

- Both of the teachers who pilot-tested the MRT considered the test booklet to be difficult for a student to handle, especially early in the school year.

- Both of the teachers who pilot-tested the TOBE reported that their students enjoyed taking the tests. (See also the next comment.)

- The primary level instructional coordinators considered the TOBE to have the best format-small pages and only one test item per page. In contrast, they considered the MRT to be the least desirable of the three in this regard - large pages, many test items per page, and small pictures in each test item. (See also the preceeding comment.)

Summary. The investigations summarized above reveal that neither of the three tests is adequate for all purposes. The MRT is clearly the only viable alternative for providing information requiring the use of national norms. There was no clear concensus concerning which test had the best content validity. Finally, adoption of the TOBE (and, to a lesser extent, the MRT) would be costly.

In view of the above situation, appears that it would be unwise to change tests at this time. Next year, the efforts should continue, perhaps by considering new tests that have become available or by modifying the criteria by which a possible kindergarten tests should be judged.

Figure C-4-1

RELIABILITY COEFFICIENTS FOR METROPOLITAN READINESS TEST (MRT) LEVEL I, FORM P

Test	Reliability Coefficient		
	Split-Half (N = 348)	KR-20 (N = 348)	Alternate Form (N = 739)
Auditory Memory	.73	.74	.58
Rhyming	.80	.77	.67
Letter Recognition	.88	.88	.81
Visual Matching	.79	.79	.69
Visual[1]	.85	.88	.82
School Language and Listening	.66	.66	.64
Quantitative Language	.75	.67	.68
Language[2]	.83	.80	.75
Total[3]	.93	.92	.85

(This figure is adapted from Tables 17 and 18 of the MRT Teacher's Manual, Part 2, published by Harcourt Brace Jovanovich, Inc., New York, N.Y.)

[1] The Visual Test consists of the Letter Recognition and Visual Matching Scales.

[2] The Language Test consists of the School Language and Listening Scale and the Quantitative Language Scale.

[3] The Total consists of each of the 6 basic scales.

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Figure C-4-2

RELIABILITY COEFFICIENTS
FOR TESTS OF BASIC EXPERIENCES (TOBE)
LEVEL K

Test	Reliabilty Coefficient			
	KR - 20		Test-Retest	
	r	N	r	N
Math	.82	2640	.82	87
Language	.82	2615	.72	90

(This figure is adapted from Tables 5 and 10 from the Examiners Manual, published by CTB/McGraw-Hill, Monterrey, Calif.)

Figure C-4-3

RELIABILITY COEFFICIENTS
FOR THE BOEHM TEST OF BASIC CONCEPTS
FORM A

SES Level	Split-Half		Alternate Form	
	r	N	r	N
Low	.86	162	.58	76
Middle	.90	453	.55	134
High	.85	250	.78	81
Combined	--	--	.72	291

(This figure is adapted from Tables 11 and 12 from the Boehm Test of Basic Concepts, published by the Psychological Corp., New York, N.Y.)

Figure C-4-4

COMPARISON OF TECHNICAL CHARACTERISTICS OF THREE KINDERGARTEN READINESS TESTS

Technical Characteristic	Metropolitan Readiness Tests (MRT)	Boehm Tests of Basic Concepts	Tests of Basic Experiences (TOBE)
Probability Sampling Procedure	Stratified random sampling of school districts in the nation	NONE	NONE
Number of Participants	Fall: approx. 9,000 students Spring: approx. 6,000 students	Fall: 3,500 students Midyear: 865 students	Fall: 2,600 students Midyear/Spring: none
Norming Population Descriptions Provided	% of students by sex, ethnicity, and geographical region	No description provided.	% of students by community type (inner city, urban, suburban, and small city) and by geographical region.
Derived Scores available	Percentile, Stanine, and scale scores are available for individual student results and for group summaries.	Percentile scores are available for individual student results, if SES level of student is known; even these are not adequate.	Percentile, stanine, and scale scores are available for individual student results and for group summaries.
Period of Norming	November (Fall norming) April (Spring norming)	September & October (Fall norming) November through February (midyear norming)	October through January (Fall norming)
Derivation of interpolated derived scores for September and February	September - interpolations cannot be done February - interpolations can be done	September - publisher-provided scores can be used February - regular scores can be used but are not adequate; no interpolations can be done	September - interpolations are not possible February - interpolations are not possible
Year of Norming	1974-75	1969-70	1969-70

Figure C-4-5

INTERVIEW RESPONSES
BY TEACHERS PILOT-TESTING THE METROPOLITAN READINESS TEST (MRT) AND THE TEST OF BASIC EXPERIENCES (TOBE)

QUESTION	TEACHERS ADMINISTERING THE MRT		TEACHERS ADMINISTERING THE TOBE	
	LOW SES School Teacher	MIDDLE SES School Teacher	LOW SES School Teacher	MIDDLE SES School Teacher
1. Would this new test provide useful Fall testing data?	"Very definitely."	(1)	"Very definitely."	(1)
2. Would this new test provide useful Spring testing data?	"Yes; covers areas taught in my program."	"Fairly good. Identifies students with problems; supports other data already available."	"Very definitely."	"Yes."
3. Would this new test be better than the Boehm for Fall testing?	"No question; MRT is much better."	(1)	"Extremely better."	(1)
4. Would this new test be better than the Boehm for Spring testing?	"Much better; Boehm test does not test skills."	"Better; MRT provides better scatter of scores - Boehm gives high scores for all kids in the Spring."	"Anything is better than the Boehm; TOBE tests what has been taught."	"Boehm may be better for Language; in general, Boehm is better except for physical characteristics of test booklet."
5. Do the students understand the test directions?	"Yes; the directions are sometimes lengthy."	"Yes - children understood them surprisingly well."	"Directions OK."	"Directions are adequate, but meaningless words - smat and boes confused the children."
6. Is the MRT Practice Test of benefit?	"Very much."	"Not necessary."	——————	——————
7. Can students handle the booklet easily?	"Very easily, though might be difficult for Fall semester use."	"Children caught on very quickly, though may be difficult for Fall semester."	"Very easily."	"Yes."
8. If only one of the TOBE tests (probably Language) were given would you still like this test better than the Boehm?	——————	——————	"Two are excellent. If only one had to be chosen, Math would be better. Language is easy to assess without a test."	"No. One of the two tests simply would not cover enough material."
9. Any other comments?	"Very enthusiastic about MRT; visual discrimination and auditory and memory sections are especially good; test is very long."	"Test is long; maybe too many items per page; very good in testing 'left-to right' and auditory memory; 'Rhyming tests' confused students."	"The items with nonsense words - (smat, boes) upset the students; they enjoyed taking it."	"Language items have more difficult terms; math terms more specific; students loved the test."

(1) Questions 1 and 3 were not asked of Middle SES teachers. Only Low SES, or Title I, schoolteachers have been using a Fall administration of the kindergarten readiness test.

Figure C-4-6

DISTRIBUTION OF TEST SCORES IN TWO LOW SES SCHOOL CLASSES WHICH PARTICIPATED IN THE KINDERGARTEN READINESS TEST PILOT-TESTING

Percentage of Items Answered Correctly	Govalle Class			Campbell Class	
	TOBE Math[1]	TOBE Lang.[1]	Boehm[2]	MRT[1]	Boehm[2]
100%		1			
99%					
98%					
97%				1	
96%		1			
95%					
94%					
93%	1	3		1	
92%					
91%					
86%-90%	6	4	1	4	4
81%-85%	4	3	4	4	2
76%-80%		1	3	4	2
71%-75%	3	1	2	1	1
66%-70%		4	4	1	2
61%-65%	3		2		3
56%-60%		1	4		3
51%-55%				1	
46%-50%	4	2			1
41%-45%					
36%-40%					
31%-35%					
26%-30%					
21%-25%					

[1] Administered in April.

[2] Administered in February.

Figure C-4-7

DISTRIBUTION OF TEST SCORES IN TWO MIDDLE SES SCHOOL CLASSES WHICH PARTICIPATED IN THE KINDERGARTEN READINESS TEST PILOT-TESTING

Percentage of Items Answered Correctly	Pillow Class			Bryker Wds Class	
	TOBE Math[1]	TOBE Lang.[1]	Boehm[2]	MRT[1]	Boehm[2]
100%	2	5		1	
99%				3	
98%			6		
97%					
96%	1	4	5	3	2
95%				3	
94%			2		1
93%	4	3		1	
92%			4	1	2
91%					
86%-90%	8	5	2	1	10
81%-85%	3	3	1	2	
76%-80%	1	1	1	4	1
71%-75%	3	1	1	1	4
66%-70%					1
61%-65%		1	1	1	
56%-60%					
51%-55%				1	
46%-50%					1
41%-45%					
36%-40%					
31%-35%					
26%-30%					
21%-25%					

[1] Administered in April.

[2] Administered in February.

Appendix D

Metropolitan Readiness Tests

INSTRUMENT DESCRIPTION: METROPOLITAN READINESS TESTS

Brief description of the instrument:

Eight tests that measure the skills needed in beginning reading and mathematics. These tests can be grouped into the following skills areas: auditory, visual, language and quantitative. The battery composite contains a total of 97 items.

To whom was the Instrument administered?

All first grade students,

How many times was the instrument administered?

Once to all first grade students.

When was the instrument administered?

August 30-Sept. 3, 1976.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

The classroom teacher.

What training did the administrators have?

Written instructions from O.R.E. were provided to the counselor and principal but there was no other formal training.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

The 1933 version was developed by Dr. Gertrude H. Hildreth; the 1976 version was written by Joanne R. Nurss and Mary E. McGauvran.

What reliability and validity data are available on the instrument?

Reliability and validity data are available in the Teacher's Manual, Part II on pp. 24-25. This includes Kuder-Richardson Formula 20 and a split-half correlation between scores on the MRT and the MAT and the Stanford Tests.

Are there norm data available for interpreting the results?

The standardizing sample of 18,002 for the Fall, 1974 was chosen to represent a variety of geographic regions. community sizes and socio-economic levels from 17 school districts. More detailed information can be found on pp. 21-24 of the Teacher's Manual, Part II.

APPENDIX D
METROPOLITAN READINESS TESTS

Part 1
(Descriptive Results of the 1976-77 Test Administration)

PURPOSE:

The purpose of Part 1 of this appendix is to provide information regarding the districtwide administration of the Metropolitan Readiness Tests in 1976-77.

PROCEDURE:

Data Collection. All test administrations were done during the week of August 30 through September 3, 1976. Make-up testing, if required, was done during the following week.

All 1st grade students were to be administered the tests, with some exceptions. The following policy was provided to all schools regarding exemptions from the testing.

> All students should take the Metropolitan Readiness Tests except as indicated below:
>
> - Students who spend an hour or more each day in an integrated (self-contained) special education class or resource room need not take the tests.
> - Students who will receive all of their reading instruction in Spanish need not take the tests.

No systematic effort was made to collect information on the number of students who were exempted or the number of students who were absent or otherwise unaccounted for. Over 93% of the 1st grade students did participate in the testing. (This percentage is based on the number of valid MRT scores divided by the districtwide membership as of the last day of the first six weeks.)

ORE provided to each school detailed instructions in the management of the MRT testing activities. Figures D-1-1, D-1-2, and D-1-3 contain the specific instructions that were provided.

Each teacher scored the tests for all students in his/her class. This, rather than ORE scoring, was done in order that the results could be provided back to the teachers and utilized as soon as possible. Figure D-1-4 is an example of the class record sheet on which each teacher recorded the students' test scores for submission to ORE.

Analyses. Descriptive results of the 1976-77 testing are presented and are compared to the national norms. These 1976-77 testing results are also compared to the 1975-76 testing results, when the old (1964) version of the MRT was utilized.

FINDINGS:

Figure D-1-5 details the districtwide distribution of stanine scores for each of the four basic scales of the MRT and for the Pre-reading Composite (consisting of the combined scores for the auditory, visual, and language scales of the MRT). Figures D-1-6 through D-1-10 provide a graphic display of these distributions.

An inspection of these figures reveals that districtwide 1st grade readiness is very close to 1st grade readiness in the national norming sample. There are differences, however. Notice, for example, that in each of stanine scores 1 through 4, the percentage of Austin students with this stanine score is at least equal to, or greater than, the corresponding percentage in the national norming sample.

The MRT which was used this year was a revised version of the MRT which had been used in previous years. This revised MRT had been normed in 1974-75, and the older version had been normed in 1964-65. Since 1964-65, the readiness level of entering 1st grade students has increased considerably. (See, for example, the Metropolitan Readiness Test Research Report No. 2, published by Harcourt, Brace and Jovanovich, Inc., New York, N.Y.). Consequently, the norming sample used for the revised MRT had a higher degree of readiness than did the norming sample used for the older MRT. Harcourt, Brace and Jovanovich (the publisher of the MRT) therefore predicted that percentile and stanine scores that were based on the revised MRT would be lower than those percentile and stanine scores based on the earlier edition of the MRT.

This prediction did occur in Austin. The districtwide median stanine for the MRT Total test in 1975-76 (using the older version of the MRT) was stanine 6. The corresponding 1976-77 total test median score, using the revised MRT, was stanine 5.

As mentioned above, this difference is very likely a consequence of the fact that two different norming samples, of very different levels of readiness, were utilized for the two different tests. It is therefore important that the difference not be interpreted as a decline in entering 1st grade readiness. The 1976-77 testing results should serve as baseline data. These baseline results will be useful in future years.

Figure D-1-1

INSTRUCTIONS PROVIDED TO BUILDING TEST COORDINATORS FOR THE METROPOLITAN READINESS TEST ADMINISTRATION

METROPOLITAN READINESS TESTS
Fall, 1976-77

BUILDING COORDINATOR CHECKLIST

BEFORE WEEK OF TESTING (Before August 30, 1976)

☐ Inventory all materials received:

- Practice (blue) Test Booklets
  Regular (green) Test Booklets
    1 for each 1st grade student
    1 for each 1st grade teacher
    1 for the building coordinator

- Teacher's Manual (Part I)
  Teacher's Manual (Part II)
  Scoring Key
  Testing Guidelines (blue paper)
  Teacher Checklists (green paper)
    1 for each 1st grade teacher
    1 for the building coordinator

- Class Record Sheets (white legal size paper)
    4 for each 1st grade teacher
    (2 per teacher if number of students is 21 or less)

(Call Nancy Lanier or Kate Ward, Telephone 458-1227, if you do not have enough of any of the above.)

☐ Read the Teacher Checklist, the Testing Guidelines, and Part of the Teacher's Manual so you will be familiar with what your teachers will be expected to do.

☐ Pass out materials to teachers.

☐ Advise your teacher of any special instructions that you consider necessary, including:

- when to administer the practice test and the 4 "sittings" of the main test (see the Testing Guidelines, #1; and the Teacher's Manual (Part I), inside the front cover and on page 7)
- whether or not you want the optional Copying Test to be administered
- coordination among teachers so that no more than 15 students are tested in the same room at the same time (see "Form Testing Groups" on page 7 of the Teacher's Manual, Part I)

→

Figure D-1-1 (continued)

- instructions to teachers on when to have the completed Class Record Sheets returned to you (all of these sheets, for all of your teachers, should be sent to the Office of Research and Evaluation together, in one envelope, no later than Friday, September 10.
- instructions to teachers on when to return the un-marked test booklets to your office (all of the un-marked test booklets for all of your teachers should be sent back to the Office of Research and Evaluation together, in one package, no later than Friday, September 17.

NO LATER THAN FRIDAY, SEPTEMBER 10

☐ Collect one copy of each teacher's Class Record Sheet (one or two pages per teacher depending on how many students the teacher has)

☐ Mail all of the Class Record Sheets together, in one envelope, to:

Jim Watkins
Box 79
Carruth Building

NO LATER THAN FRIDAY, SEPTEMBER 17

☐ Collect all un-used test booklets (practice and regular) from teachers.

☐ Mail all of these test booklets to:

Jim Watkins
Box 79
Carruth Building

Figure D-1-2

INSTRUCTIONS PROVIDED TO TEACHERS FOR THE METROPOLITAN READINESS ADMINISTRATION

METROPOLITAN READINESS TESTS
Fall, 1976-77

TEACHER CHECKLIST

BEFORE WEEK OF TESTING (Before August 30, 1976)

☐ Inventory all materials to make sure that you have enough.

- Practice (blue) Test Booklets
  Regular (green) Test Booklets
    1 for each student
    1 for yourself
- Teacher's Manual (Part I)
  Teacher's Manual (Part II)
  Scoring Key
  Testing Guidelines (blue paper)
  Teacher's Checklist (green paper)
    1 of each for yourself
- Class Record Sheets (white legal paper)
    4 for yourself
    (2 for yourself, if you have 21 students or less)

Let your Building Test Coordinator know if you are missing anything.

NOTE: Crayons, to be used by students to mark their answers, should be provided by each teacher.

☐ Read the rest of this checklist, the Testing Guidelines, and Part I of the Teacher's Manual for an overview of what you will need to do.
(Your Building Testing Coordinator will have some additional instructions for you.)

☐ Do the additional preparations listed in Steps #1-7 on page 4 of Part I of the Teacher's Manual.

DURING THE TESTING WEEKS (Monday, August 30, through Thursday, September 9)

☐ Administer the practice and regular tests in accordance with the instructions in Part I of the Teacher's Manual, the Testing Guidelines, and other instructions provided by your building testing coordinator.

☐ Administer make-up tests if necessary.

→

Figure D-1-2 (continued)

☐ Score all tests, using the Scoring Key provided. Record all results on the Class Record Sheet provided. If you have more students than there are spaces, record additional student names, scores, etc. on a second sheet. (If you wish, make two copies so that you can keep one copy for your use until your class reports are completed and returned to you.)

NOTE: Directions for scoring are printed on the scoring key. Do not follow Direction #8. (This will be done by the Office of Research and Evaluation.)

☐ Turn in one completed copy of your Class Record Sheet to your building testing coordinator by Thursday, September 9 (or earlier, if your building testing coordinator asks).

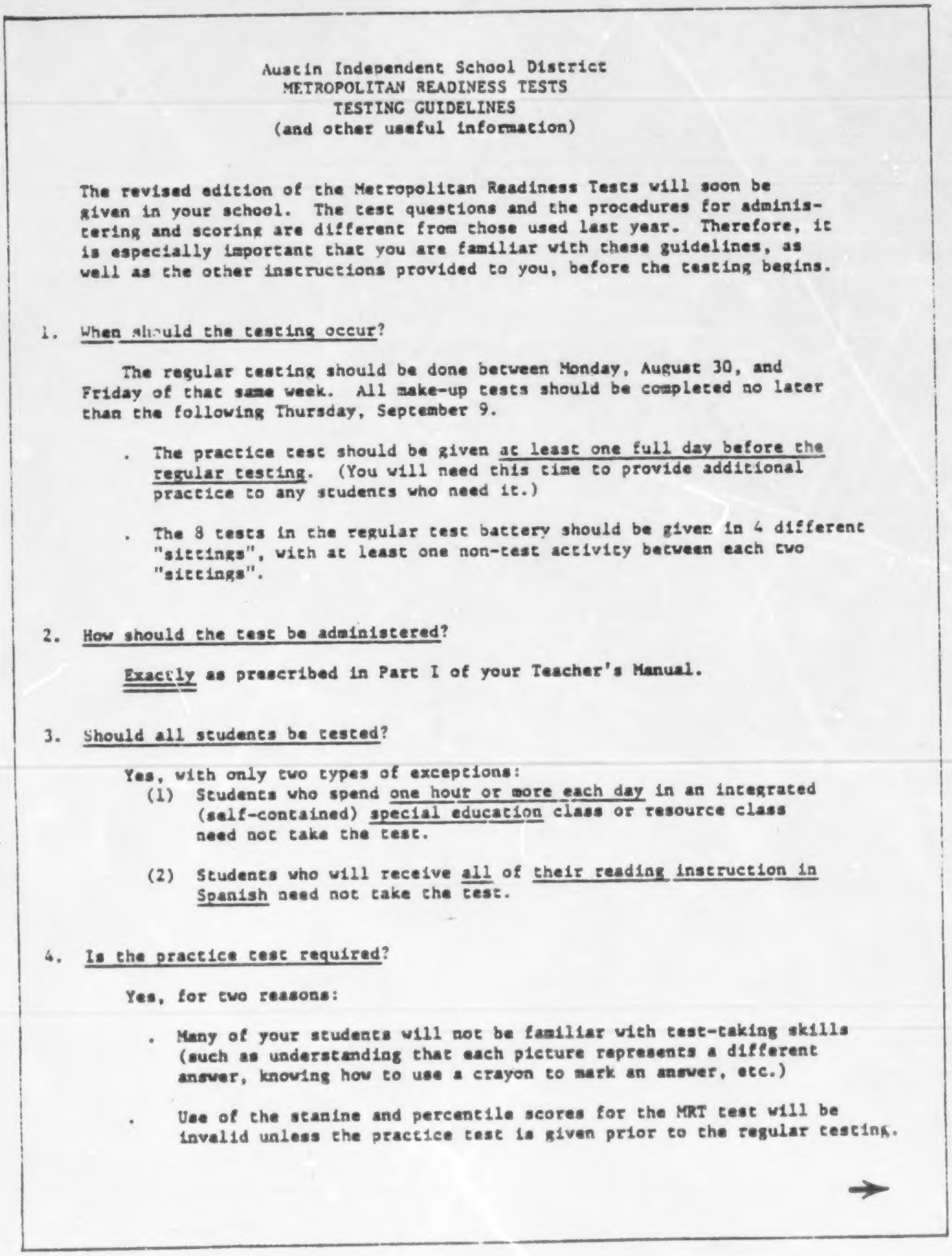
BEFORE THURSDAY, September 16

☐ Turn in all un-marked blue practice test booklets and green regular test booklets to your building test coordinator.

NOTE: You may keep the Teacher's Manuals, the scoring key, and all test booklets that have been used.

Figure D-1-3

GENERAL GUIDELINES AND INFORMATION FOR THE METROPOLITAN READINESS TEST ADMINISTRATION



Austin Independent School District
METROPOLITAN READINESS TESTS
TESTING GUIDELINES
(and other useful information)

The revised edition of the Metropolitan Readiness Tests will soon be given in your school. The test questions and the procedures for administering and scoring are different from those used last year. Therefore, it is especially important that you are familiar with these guidelines, as well as the other instructions provided to you, before the testing begins.

1. When should the testing occur?

   The regular testing should be done between Monday, August 30, and Friday of that same week. All make-up tests should be completed no later than the following Thursday, September 9.

   - The practice test should be given at least one full day before the regular testing. (You will need this time to provide additional practice to any students who need it.)
   - The 8 tests in the regular test battery should be given in 4 different "sittings", with at least one non-test activity between each two "sittings".

2. How should the test be administered?

   Exactly as prescribed in Part I of your Teacher's Manual.

3. Should all students be tested?

   Yes, with only two types of exceptions:
   (1) Students who spend one hour or more each day in an integrated (self-contained) special education class or resource class need not take the test.

   (2) Students who will receive all of their reading instruction in Spanish need not take the test.

4. Is the practice test required?

   Yes, for two reasons:

   - Many of your students will not be familiar with test-taking skills (such as understanding that each picture represents a different answer, knowing how to use a crayon to mark an answer, etc.)
   - Use of the stanine and percentile scores for the MRT test will be invalid unless the practice test is given prior to the regular testing.

→

Figure D-1-3 (continued)

5. Why are teachers being asked to score the tests for their students?

For one very important reason. Since the greatest value of these tests is in the early readiness information that it provides, we are asking teachers to assist us by scoring the test for their students.

NOTE: Teachers are asked only to score the "number right" for the 8 tests and to record these scores on the Class Record Sheet.

We are not asking that the tables for stanines, percentiles, etc., be used by teachers. This part will done by the Office of Research and Evaluation.

6. What information will teachers and schools get back?

Each teacher will get 3 reports:

(a) an alphabetic listing of all students in his/her class, with all scores (raw scores, stanine scores, and percentile scores) for each of the skills areas.
(b) a "grouped" listing of all students, with high-scoring students grouped together, average-scoring students grouped together, etc.
(c) a gummed label for each student, with all scores. (This label may be stuck to the student's permanent folder so writing of the scores will no longer be necessary.)

Each school will also get a one-page summary of the test results of all students of the school so that overall strengths and weaknesses of entering 1st grade students can be quickly identified.

7. When will all this information be provided?

If you help us by completing your Class Record quickly, with student names, raw scores, etc. printed legibly, then the Office of Research and Evaluation will be able to process the Class Record Sheets and return the reports to you quickly.

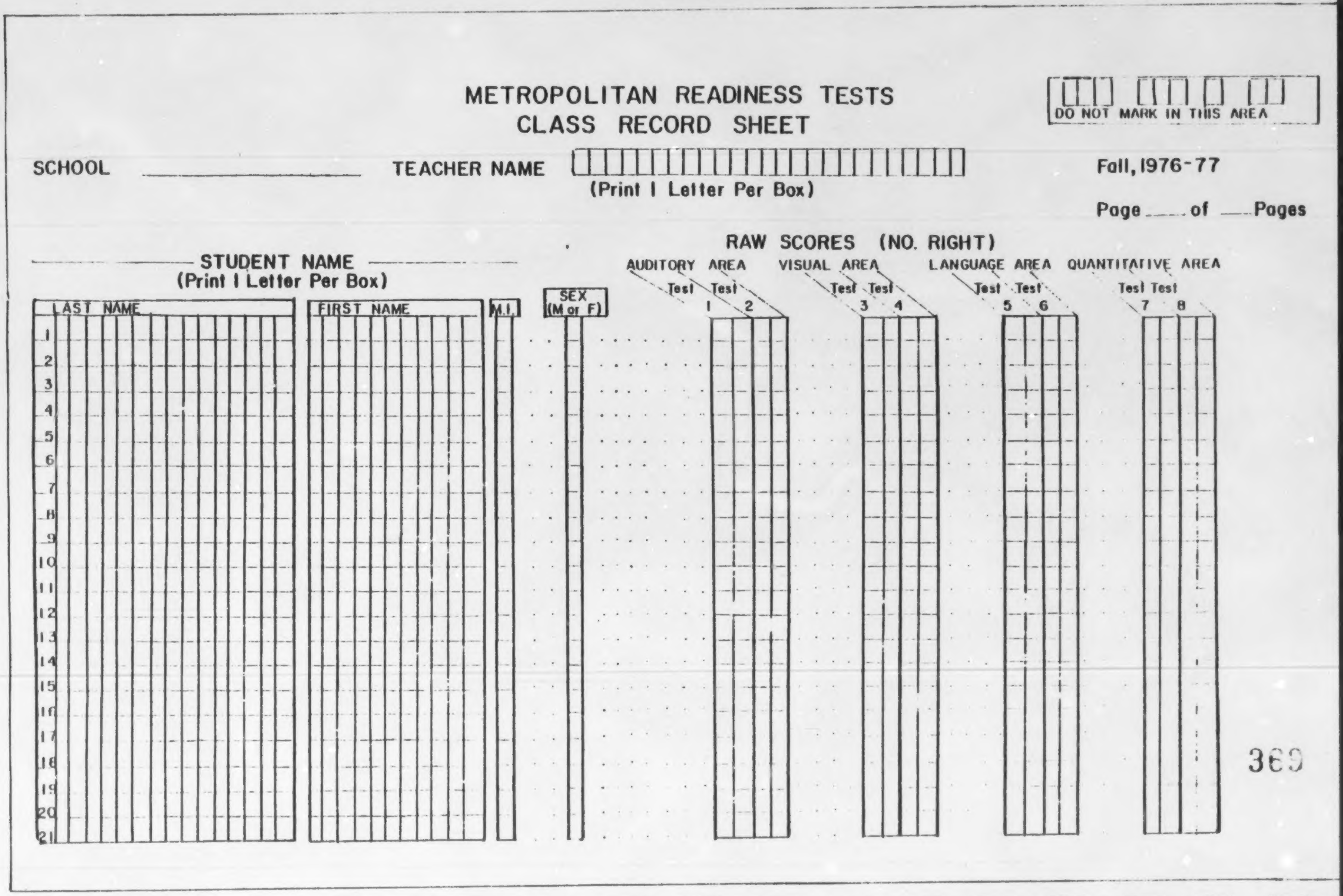
(In the meantime, while the Office of Research and Evaluation is processing these test results, teachers will be collecting other vital information about their students' readiness levels, so that when the test results are returned, teacher will have a large store of diagnostic information with which to plan the remainder of the year's activities.)

8. Does the Copying Test have to be administered?

This test is optional. You may administer it if you wish, or if your building testing coordinator asks you to administer it.

Figure D-1-4

EXAMPLE: CLASS RECORD SHEET



METROPOLITAN READINESS TESTS
CLASS RECORD SHEET

DO NOT MARK IN THIS AREA

SCHOOL ____________ TEACHER NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(Print 1 Letter Per Box)

Fall, 1976-77

Page ___ of ___ Pages

STUDENT NAME
(Print 1 Letter Per Box)

RAW SCORES (NO. RIGHT)

					AUDITORY AREA		VISUAL AREA		LANGUAGE AREA		QUANTITATIVE AREA	
	LAST NAME	FIRST NAME	M.I.	SEX (M or F)	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												

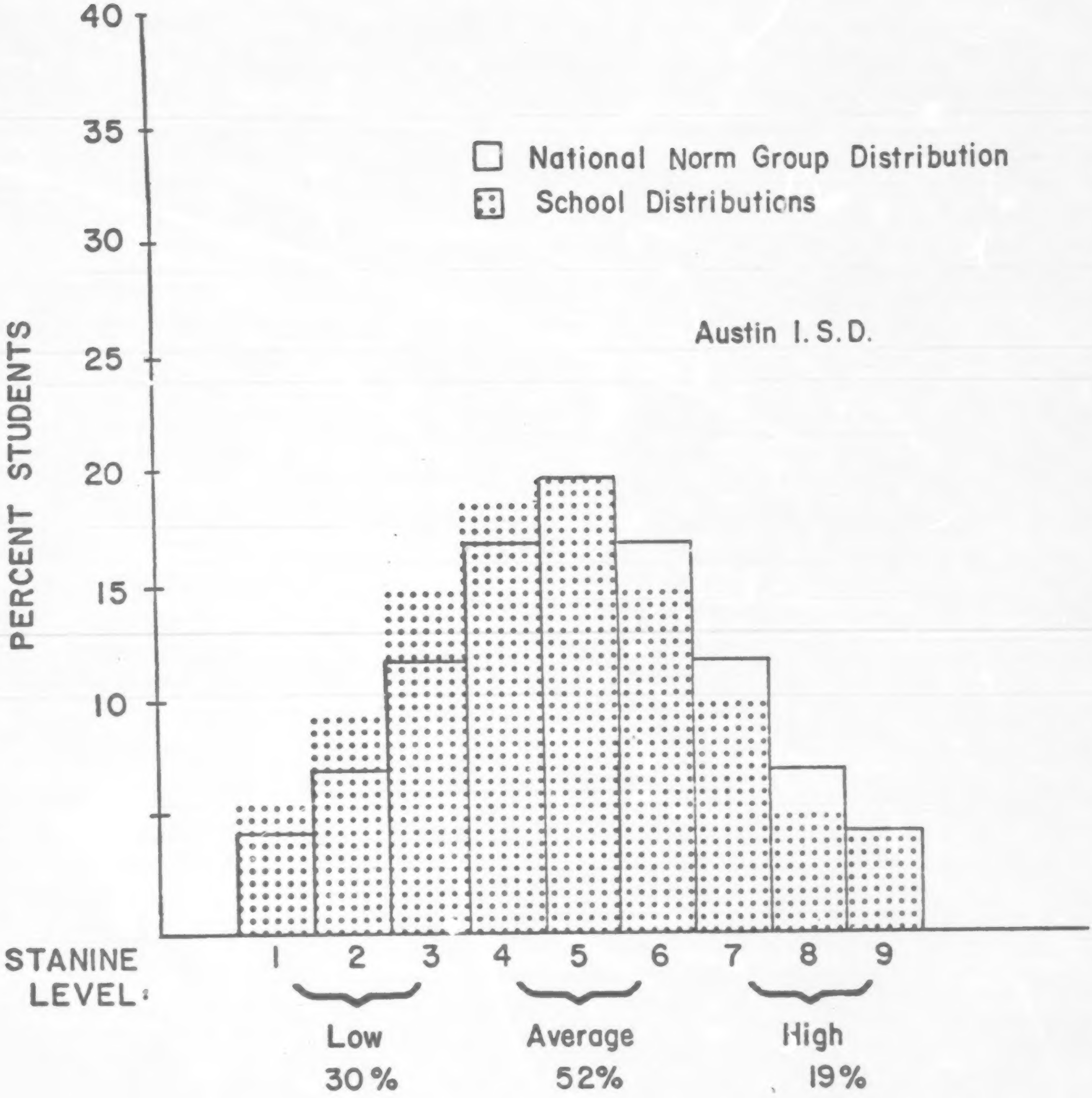
Figure D-1-5

DISTRIBUTION OF DISTRICTWIDE METROPOLITAN READINESS TESTS STANINE SCORES FOR 1976-77

STANINE	DISTRICTWIDE DISTRIBUTION					National Norm Distribution
	SCALE					
	Auditory Skills	Visual Skills	Language Skills	Pre-Reading Skills	Quantitative Skills	
9	7%	2%	9%	4%	4%	4%
8	9%	5%	8%	5%	5%	7%
7	7%	12%	9%	10%	14%	12%
6	15%	13%	10%	15%	12%	17%
5	17%	22%	21%	19%	18%	20%
4	17%	17%	18%	18%	22%	17%
3	17%	13%	13%	15%	14%	12%
2	7%	10%	7%	9%	6%	7%
1	5%	6%	4%	6%	5%	4%

Figure D-1-6

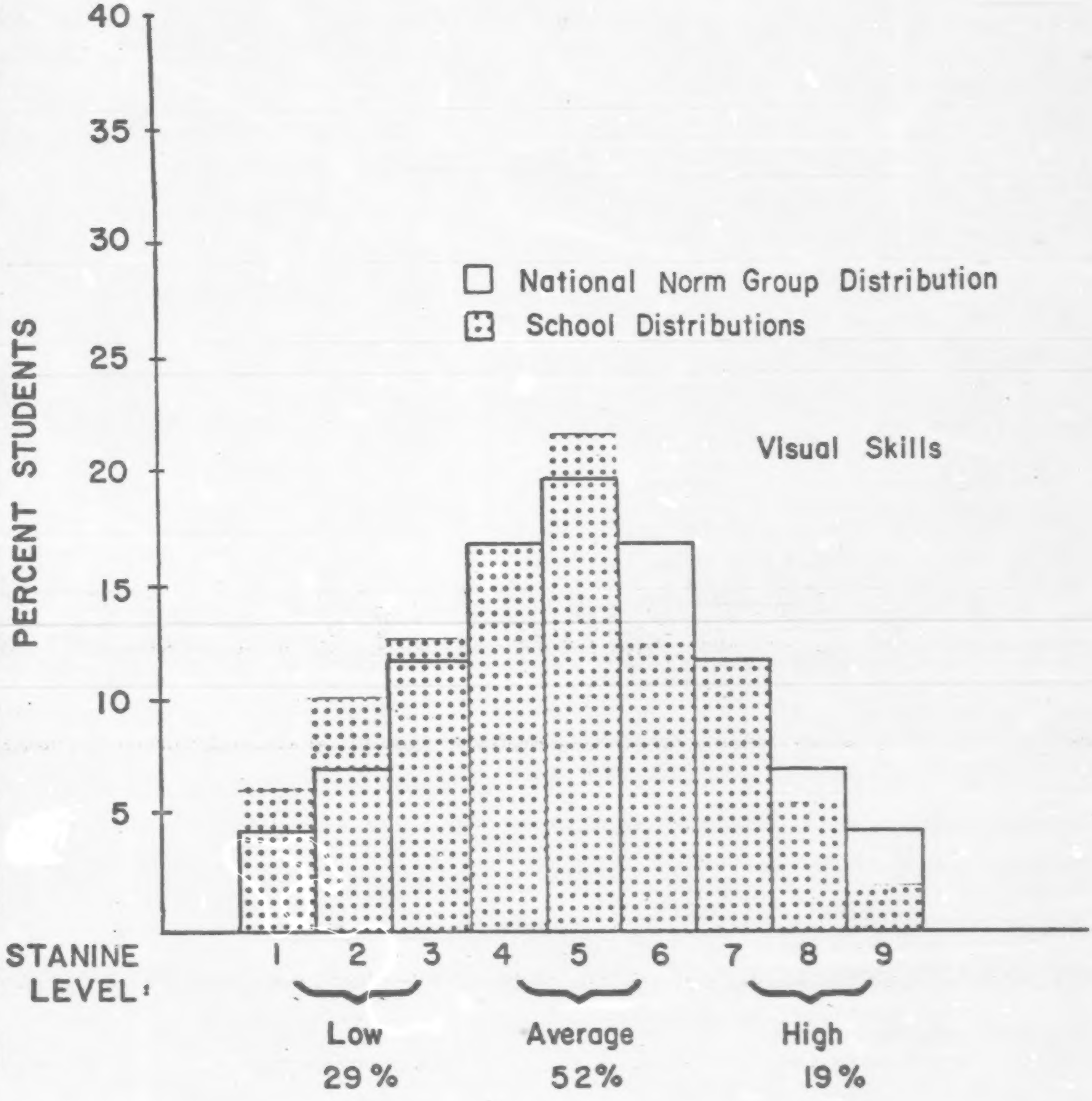
DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST
PRE-READING COMPOSITE
STANINE SCORES



(extracted from "Austin First Graders' Readiness for Learning", Published by ORE in January, 1977, Publication Number 76.16.)

Figure D-1-7

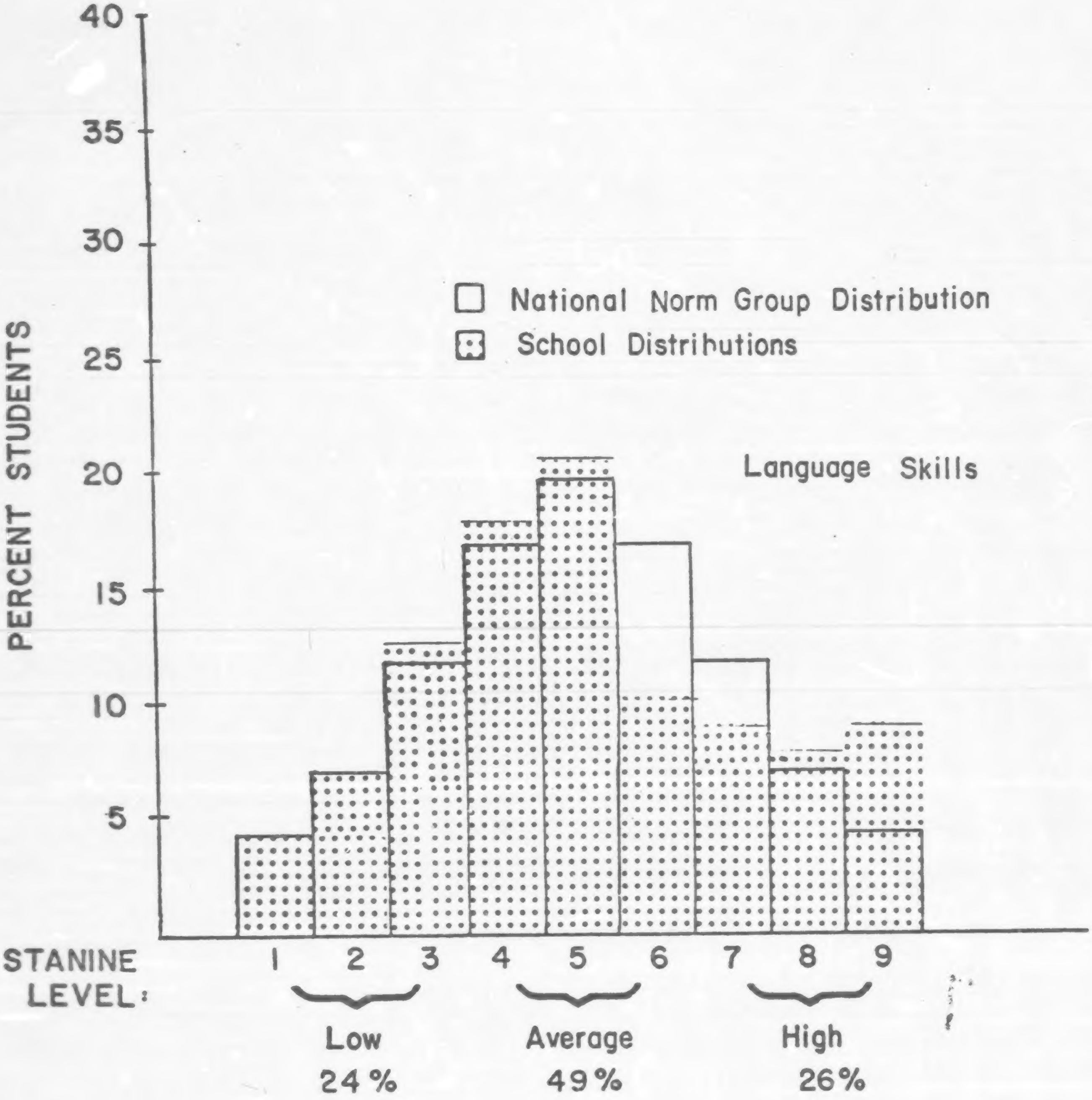
DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST
VISUAL SKILLS
STANINE SCORES



(extracted from "Austin First Graders' Readiness for Learning", Published by ORE in January, 1977, Publication Number 76.16.)

Figure D-1-8

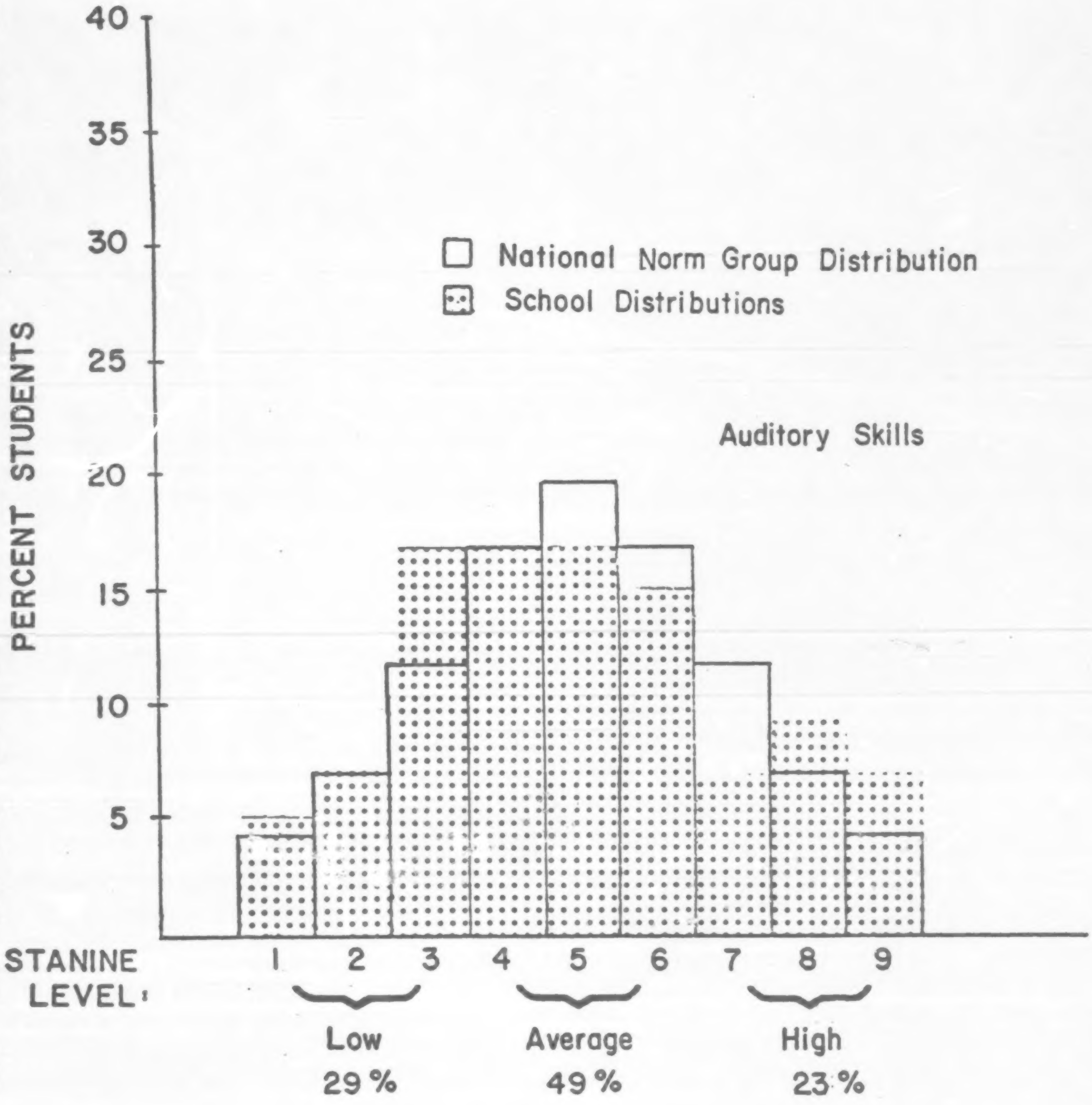
DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST
LANGUAGE SKILLS
STANINE SCORES



(extracted from "Austin First Graders' Readiness for Learning", published by ORE in January, 1977. Publication Number 76.16.)

Figure D-1-9

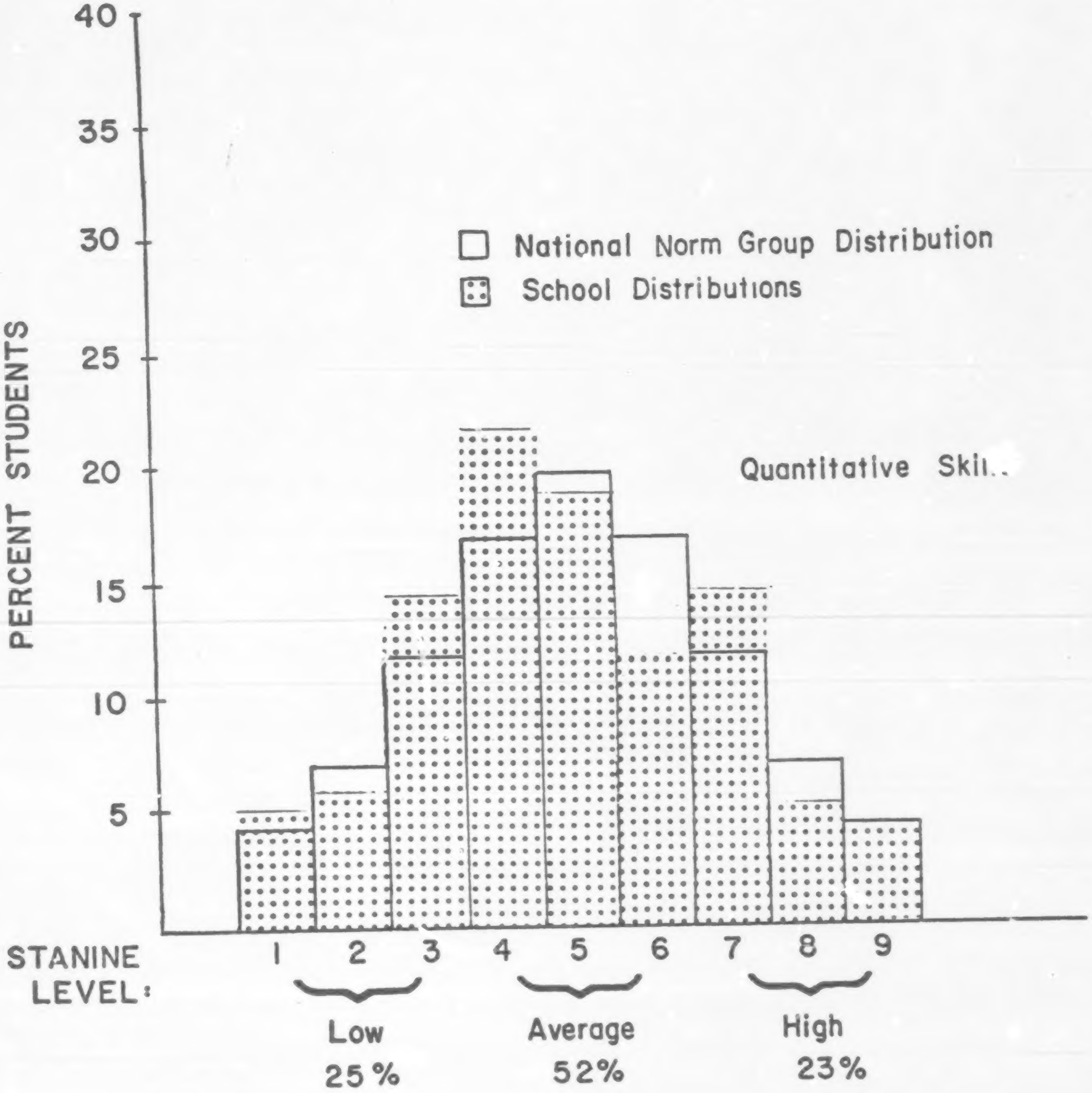
DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST
AUDITORY SKILLS
STANINE SCORES



(extracted from "Austin First Graders' Readiness for Learning", published by ORE in January, 1977, Publication Number 76.16.)

Figure D-1-10

DISTRICTWIDE DISTRIBUTION OF METROPOLITAN READINESS TEST
QUANTITATIVE SKILLS
STANINE SCORES



(extracted from "Austin First Graders' Readiness for Learning", published by ORE in January, 1977, Publication Number 76.16.)

APPENDIX D
METROPOLITAN READINESS TEST

Part 2
(Evaluation Question 5-2)

PURPOSE:

The purpose of Part 2 of this appendix is to provide information to answer Evaluation Question 5-2 stated below:

> How does the beginning-of-first-grade-readiness of students using the Lippincott system during their kindergarten year compare with the beginning of first-grade readiness of students using the Macmillan system?

It should be noted that the above evaluation question and Evaluation Question 5-1 (discussed in Part 3 of Appendix C) are quite similar. The only essential difference between the two evaluation questions is the outcome measure that is used. In Evaluation Question 5-1, the Boehm Test of Basic Concepts is utilized as the outcome measure. In Evaluation Question 5-2 the Metropolitan Readiness Test (MRT) is utilized as the outcome measure.

PROCEDURE:

Data Collection. The method of data collection has already been discussed in Part 1 of this appendix.

Analyses. The data that was utilized was the testing results for all first grade students who had been members of certain selected kindergarten classes during the previous year. The method of identifying these teachers has already been described in Part 3 of Appendix C.

As discussed in Part 3 of Appendix C, these teachers comprise four different groups: (1) teachers in low SES schools who utilize the Lippincott oral language system, (2) teachers in low SES schools who use the Macmillan oral language system, (3) teachers in middle SES scho[illegible] who utilize the Lippincott oral language system, and (4) teachers in m[illegible] SES schools who utilize the Macmillan oral language system. The M[illegible]-reading Composite scores for those first grade students who, during the previous year, were in the kindergarten class of a teacher in one of the four groups listed above, were examined. Two t-tests were performed, between students in the two low SES groups and between students in the two middle SES groups.

FINDINGS:

Figure D-2-1 displays the results of the analyses. The mean score of students who utilized the Lippincott oral language system was higher than the mean score for Macmillan-using students, for the low SES schools and the middle SES schools. For the middle SES schools, the difference was a significant difference at the .05 level.

Figure D-2-1

COMPARISON OF
LIPPINCOTT USERS AND MACMILLAN USERS
FOR THE METROPOLITAN READINESS TESTS

SES Level	Oral Language System	N	Mean Raw Score	Standard Deviation	t
Low	Lippincott	95	35.37	14.92	1.69
	Macmillan	104	32.05	12.72	
Middle	Lippincott	90	54.10	12.82	2.62*
	Macmillan	109	49.43	12.22	

* Significant difference at the .05 level.